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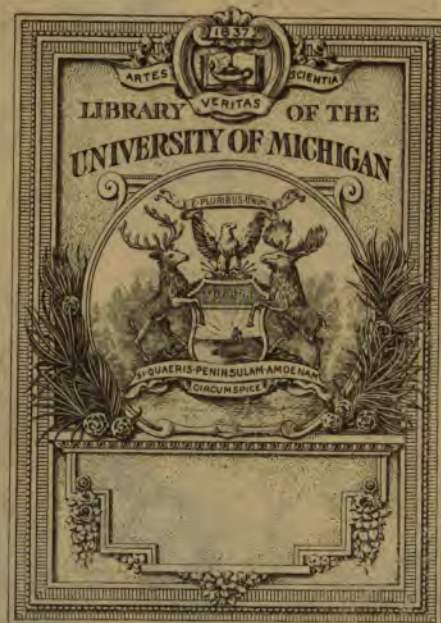
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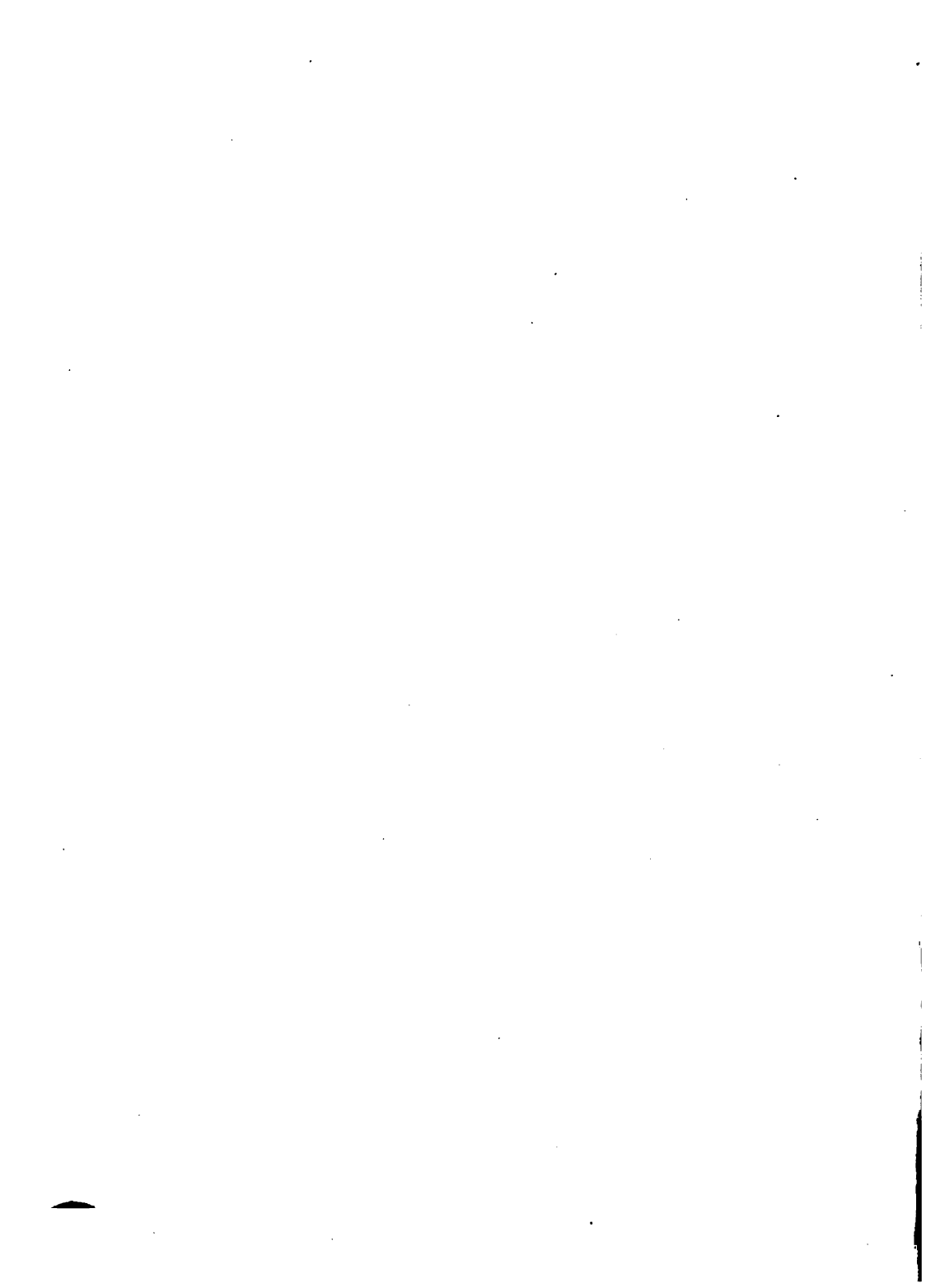


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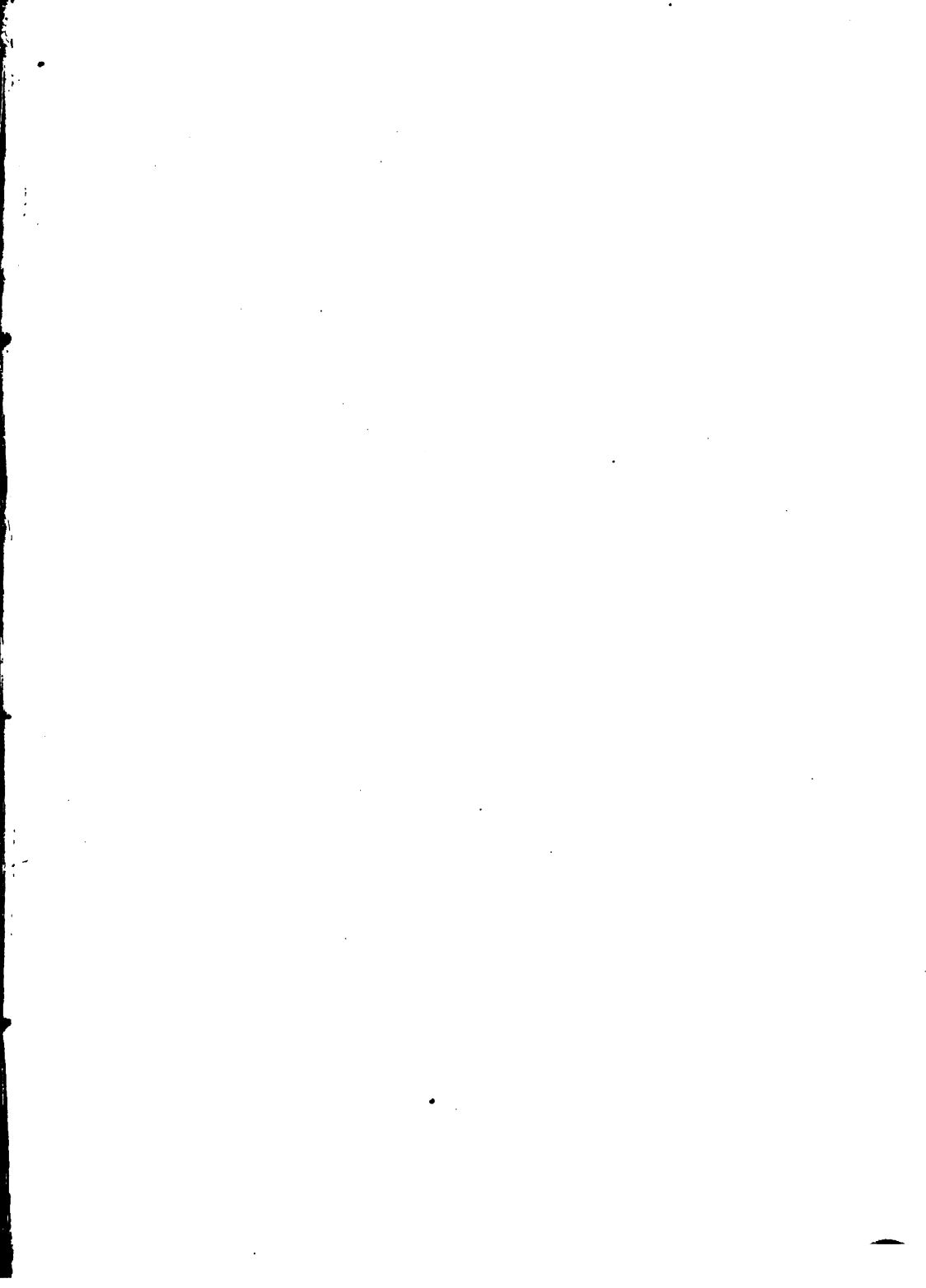
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Ann Arbor,

Oct. 29, 1886.













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*J. H. Lathrop*

J. H. LATHROP, LL. D.  
PRESIDENT OF UNIVERSITY OF MO  
FIRST CHANCELLOR OF THE UNIVERSITY OF WISCONSIN.

27.72

HISTORICAL

# UNIVERSITY OF WISCONSIN.

THE UNIVERSITY OF WISCONSIN  
AND THE UNIVERSITY PRESS

BY

C. W. BUTTERFIELD,

Professor of History in the University of Wisconsin, "The Washington Post,"  
and "The Chicago Tribune."

MADISON, WIS.

UNIVERSITY PRESS COMPANY:

1878.



*John V. K. R. P.*

THE UNIVERSITY OF WISCONSIN

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**HISTORY**

**OF THE**

**UNIVERSITY OF WISCONSIN,**

**FROM**

**ITS FIRST ORGANIZATION TO 1879; WITH BIOGRAPHICAL  
SKETCHES OF ITS CHANCELLORS, PRESIDENTS,  
AND PROFESSORS.**

**BY**

**C. W. BUTTERFIELD,**

Author of "Crawford's Campaign Against Sandusky," "The Washington-Crawford  
Letters," etc.

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**MADISON, WIS.:**  
**UNIVERSITY PRESS COMPANY.**  
**1879.**





## PREFACE.

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THE history and biographical annals of the University of Wisconsin contained in the following pages have appeared, during the past year, as a series of sketches in the *The University Press*, a semi-monthly periodical, published in Madison, Wisconsin. It has been the object of the author to record what has been the development and growth of the University from its first organization to the present time; and what has been accomplished in a literary, scientific, or educational way, by those formerly connected with it as chancellors, presidents, or professors, and by those constituting the present faculty. This has necessitated the writing of the biographical sketches, to be found, usually, at the ending of the chapters. It is a matter of regret that these sketches do not appear in regular chronological order. Such an arrangement had been originally contemplated; but, owing to the impossibility, in most cases, of getting the necessary information for their completion, in time for insertion where they belonged, they have been introduced without regard to their proper connection with the historical part immediately preceding them.

MADISON, WIS., June, 1879.

C. W. B.



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# SKETCHES OF THE UNIVERSITY OF WISCONSIN.

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## CHAPTER I.

UNIVERSITY OF WISCONSIN—DR. JOHN H. LATHROP—PROF. O.  
M. CONOVER—DR. JAMES D. BUTLER—PROF. DAVID B. REID—  
DR. HENRY BARNARD.

The University of Wisconsin is, in all respects, a state institution. The constitution declares that "provision shall be made by law for the establishment of a state university, at or near the seat of state government." Its organization, therefore, was imperative, and was effected by virtue of legislative enactments. Having accepted donations from the general government and from individuals, and by reason of its own appropriations, the state is fully committed to its support. The object of the University is, as declared by the act of its organization to provide the inhabitants of Wisconsin with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts. Its government is vested in a board of regents. The institution embraces a college of arts, a college of letters, and a law school. No religious tenets or opinions are required of any person connected with it, either as

teacher or scholar. It is open to pupils of both sexes, and the tuition is free to all residents of the state. It has excellent buildings, is liberally endowed, and well patronized. What has been the development and growth of the University, and what has been accomplished in a literary, scientific, or educational way, by those formerly connected with it as chancellors, presidents, or professors, and by those constituting the present faculty, it is the object of these sketches to record.

By the act of the general assembly of 1848, establishing the University, the regents of the institution were given power, and it was made their duty, to elect a chancellor, who should be, by virtue of his office, president of their board. John H. Lathrop, LL. D., was elected to that office the same year; and, after a professorship of ethics, civil polity, and political economy had been established, the duties of that chair were assigned him. He continued to fill these positions until January, 1859, when his resignation, made some time previous, was accepted. Although afterward called to the professorship of ethical and political science, he soon resigned that chair also and left the state. Such, in a word, is a statement of Chancellor Lathrop's connection with the University of Wisconsin.

As Dr. Lathrop is no longer numbered among the living, it is eminently befitting the occasion that brief mention be made of his life—especially of his services as an educationist. He was born in Sherburne, Chenango county, New York, January 22, 1799. He entered Hamilton college as freshman, but left that institution at the close of his sophomore year to enter the junior class at Yale. After graduation, he was preceptor of the grammar school at Farmington, Connecticut, six months, and of Munro academy, Weston, same state, two years. From March, 1822, to September, 1826, he was tutor in Yale college, and, in the summer of 1827, was employed as instructor in the military academy at Norwich, Vermont. He afterward became principal of the Gardiner lyceum, at Gardiner, Maine, where he remained nearly two years. In 1829, he was called to Hamilton college as professor of mathematics and natural phi-



losophy. In 1833, he married the daughter of John H. Lothrop—a slight change in name for the lady, nevertheless, a change. In 1835, he was advanced to the Maynard professorship of law, civil polity and political economy,—he having, while tutor in Yale college, pursued a course of studies in the law school of that institution, and afterward having been admitted to the bar. He was chosen, in 1840, president of the University of Missouri, entering upon his duties in the following March, and holding his post till April, 1848, when, as before stated, he was elected to the chancellorship of the University of Wisconsin. In 1859, he was called to the presidency of the University of Indiana, but the next year returned to Columbia, Missouri, as professor of English literature in the institution he had formerly presided over, and was made chairman of the faculty in 1862. He became a second time president of that university in 1865, holding the position at the time of his death, which occurred August 2, same year. In 1845, he received the degree of doctor of laws from Hamilton college.

Dr. Lathrop, although seldom assaying authorship, was, nevertheless, a ready writer. His style was peculiarly energetic and picturesque. Take this example, from his inaugural address, of January 16, 1850, at Madison, as chancellor: "Nothing short of the universal culture of the popular mind can save from dissolution the great fabric of European civilization;" where, as is usually the case, the energy of his words are in keeping with the comprehensiveness of the thought. The following from his inaugural, upon the occasion of his assuming the presidency of the University of Indiana, gives a fair idea of the picturesqueness of his style: "Look through the length and breadth of our land, and count if you can the literary corporations which have, in the beginning, mistaken the *building* for the university; exhausting their funds and incurring debt in the erection of costly edifices, leaving nothing for books and apparatus, and less than nothing for the living instructor. How many of these splendid temples may be found almost without a priest and without a worshipper;—all beautiful and

attractive without, while all within is vacancy and silence—still as the habitation of the dead; or, if tenanted at all, perchance it is by the gaunt forms of literary mendicants, heart-sick with promises ‘made to the ear, but broken to the hope,’—luckless candidates for a speedy immortality!”

Among Dr. Lathrop's published efforts are (besides his inaugural addresses) “A Topographical Description of Wisconsin,” “Address at the First State Fair in Wisconsin,” “Eulogy on Henry Clay,” “Report of the Board of Visitors to the Military Academy at West Point,” and “In Memoriam.” Upon the occasion of his resigning the chancellorship of the University of Wisconsin, the board of regents declared that his long, faithful, and able administration of the affairs of the institution met with their unqualified approval.

The first professorship of ancient languages and literature was established in the University in 1852, and O. M. Conover, A. M., was called to the chair, occupying it, acceptably, until 1858, when he resigned. He was born in Dayton, Ohio, October 7, 1825; he graduated at Princeton in 1844. He spent the next two years in teaching, when he entered the Princeton theological seminary, graduating in 1849. In 1850, he edited, at Maditon, a literary and educational periodical—the *North-western Journal*—which was abandoned at the end of three months as a premature adventure in Wisconsin. He delivered, on the twenty-second of February, 1858, an address on the “Life and Character of Washington,” before the University, which was repeated three years afterward, before the assembly of the state, at their chamber in the capitol, by their request. The same year, he addressed the state teachers' association, as its president, on “A Perfect System of Education.” He became a member of the Wisconsin bar in 1859, and one of the members of the board of regents about the same time, serving in that capacity six years. He has delivered various addresses before literary institutions, and contributed articles to a number of educational, religious, and political journals. The literary career of Prof. Conover may be said to have commenced in ear-

ness with his labors as official reporter of the supreme court of Wisconsin. Twenty-seven volumes, beginning with No. XVI of the reports of that court, have each his name upon its title-page. With four exceptions, these have all been prepared exclusively by him and printed under his supervision. To the outside world, literary work of such a nature must, of necessity, be but little known. Not so, however, to the bench and bar—and especially to the bench and bar of Wisconsin, who highly appreciate the legal as well as literary ability displayed in the preparation, arrangement, and publication of these reports.

The successor of Prof. Conover, in the chair of ancient languages and literature in the University, was James D. Butler, LL. D., who held the position with credit for nine years—from 1858 to 1867—when he resigned. He was born in Rutland, Vermont, March 15, 1815, graduating at Middlebury college, in that state, in 1836. He also passed through the theological seminary at Andover, and was graduated in 1840. He became professor of ancient languages in Norwich university in 1845, continuing in that service for two years. From January, 1855, to the close of the college year for 1858, he was professor of Greek in Wabash college, Indiana. He afterward received the degree of doctor of laws from Middlebury college. Although not an author of books, Prof. Butler is, notwithstanding, a most prolific writer. Few men in the United States, perhaps, “live, move, and have their being,” more completely in a purely literary atmosphere. Among his publications, besides a collection of fugitive poems, are “Nebraska—Its Characteristics and Prospects,” “Incentives to Mental Culture among Teachers,” “Naming of America,” “A Defense of Classical Studies,” “Scenes in the Life of Christ,” “Catalogue of Coins and Medals,” “Armsmear,” “Pre-Historic Wisconsin,” and “Nebraska in 1877.” He has written many articles for the *Bibliotheca Sacra* and other periodicals; has traveled in all the continents, and lectured much on his travels. He came west as pastor of the first Congregational church in Cincinnati.

The chair of physiology and hygiene, created in 1859, in the

University, was filled by the election of David B. Reid, M. D., F. R. S. E., who became also director of the museum of practical science. He resigned the professorship in 1861, removing to St. Paul, Minnesota. He was born in Edinburgh, Scotland, in 1805; came to the United States in 1856; and died at Washington, D. C., April 5, 1863. He was educated at the University of his native city and became eminent as a teacher of chemistry and in the application of proper ventilation to public buildings. After severing his connection with the University of Wisconsin, he was appointed medical inspector to the sanitary commission United States army, and died while in the active discharge of the duties of that office. "Dr. Reid," wrote Henry Barnard, "has done more for public sanitary reform and the ventilation of houses, than any man who has lived." Among his published works are "Introduction to the Study of Chemistry," "Elements of Chemistry," "Text Book for Students of Chemistry," and other books on the same subject. He was the author, also, of several works on ventilation. In 1861, he wrote a "Short Plea for the Revision of Education in Science." He furnished the article on ventilation for the *Encyclopædia Britannica*; was the author of numerous reports and documents on various subjects, and of papers in several scientific journals and in publications of the Smithsonian Institution.

The board of regents of the University, at their semi-annual meeting in July, 1858, elected as chancellor of the institution, Henry Barnard, LL. D., to fill the place made vacant by the resignation of Chancellor Lathrop,—assigning to him the professorship of normal instruction. He was inducted into office July 27, 1859. In July, 1860, he resigned his position, his resignation being accepted on the seventh of January following. He was born in Hartford, Connecticut, January 14, 1811, graduating at Yale college in 1830, and was admitted to the bar in 1835. In 1837, he was elected to represent his native city in the state legislature, serving three years. His first annual report as secretary of the board of commissioners of com-

mon schools was presented in 1839,—“a bold and startling document,” wrote Chancellor Kent, “founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive, and instructive exhibition of the practical condition and operation of the common school system of education.” He had charge of the public schools of Rhode Island from 1843 to 1849. He was superintendent of common schools in Connecticut from 1850 to 1854. In 1855, he became president of the American association for the advancement of education, and in 1867, first commissioner of the department of education at Washington. Among Dr. Barnard’s principal works are “Educational Tracts,” “Education in Factories,” “Reports on Public Schools in Rhode Island,” “Normal Schools in the United States and Europe,” “Tribute to Gallaudet,” “Educational Biography,” “School Libraries,” “History of Education in Connecticut,” “National Education in Europe,” “School Architecture,” “Hints and Methods for the Use of Teachers.” In August, 1855, he began the publication of the *American Journal of Education*, which is still continued. He had previously edited other periodicals somewhat similar in their aim. Dr. Vogel of Leipzig, declared that Dr. Barnard, in writing on school architecture, had “created a new department in educational literature.” The *Westminster Review* for January, 1854, said: “Mr. Barnard, in his work on ‘National Education in Europe,’ has collected and arranged more valuable information and statistics than can be found in any one volume in the English language. It groups under one view the varied experience of nearly all civilized countries.” A gentleman of such extensive attainments in everything appertaining to popular education, naturally attracted the attention of the regents of the University of Wisconsin, as a suitable person for the chancellorship. He has received the degree of doctor of laws from Yale, Harvard, and Union colleges.

## SKETCHES OF THE

### CHAPTER II.

TERRITORIAL UNIVERSITIES—PROF. JOSEPH C. PICKARD—PROF.  
T. N. HASKELL—DR. PAUL A. CHADBOURNE.

"I recommend," said Henry Dodge, governor of the territory of Wisconsin, in his message, which was delivered October 26, 1836, to the first legislative assembly, then convened at Belmont, "I recommend the propriety of asking from congress a donation of one township of land, to be sold and the proceeds of the sale placed under the direction of the legislative assembly of this territory, for the establishment of an academy for the education of youth; the institution to be governed by such laws and regulations, and to be erected at such place as the legislative assembly may designate." "It is a duty we owe to the rising generation," continued the governor, "to endeavor to devise means to improve the condition of those that are to succeed us; the permanence of our institutions must depend upon the intelligence of the great mass of the people." This was the first official action looking to the establishment of an institution of learning, by governmental aid, upon territory now constituting the state of Wisconsin. Whether the governor had in his mind in this "academy for the education of youth," the establishing of an institution of the high grade of a college or university is not altogether certain. His suggestion to memorialize congress was not acted upon. However, an act was passed which was approved December 8, 1836, to establish "at Belmont, in the county of Iowa, a university for the purpose of educating youth, the style, name, and title whereof" was "the Wisconsin University,"—the institution to be under the management, direction,

and government of twenty-one trustees, of whom the governor of the territory, for the time being, was, by virtue of his office, to be one. But even so large a body was insufficient to breathe into "the Wisconsin University" the breath of life; and its organization was never effected.

At the second session of the legislative assembly of the territory, held at Burlington, in what is now the state of Iowa, an act was passed, which was approved December 13, 1837, "to establish the Wisconsin University of Green Bay." This, like its predecessor at Belmont, never existed but in name, notwithstanding its corporate designation was changed the next year, to that of the "Hobart University of Green Bay." Following closely upon the act of 1837 incorporating the Green Bay institution was one approved January 19, 1838, establishing "the University of the Territory of Wisconsin," at or near Madison, the seat of government. This institution was placed under the control of a board of visitors not exceeding twenty-one in number, of whom the governor and the secretary of the territory, the judges of the supreme court, and the president of the University, were to be members. As if determined that the institution should survive, it was declared that whenever the word "territory" occurred in the body of the law it should read "state," after the territory became one. On the same day of the approval of this act by the governor, a joint resolution passed the legislative assembly, directing the territorial delegate in congress to ask of that body an appropriation in money, for the University, of twenty thousand dollars for the erection of buildings, and also an appropriation or two townships of vacant lands for its endowment, to be located east of the Mississippi river. The money asked for was not given; but the general government, by a law approved June 12, thereafter, authorized the secretary of the treasury of the United States to set apart and reserve from sale, out of any of the public lands within the territory, to which the Indian title was then or might thereafter be extinguished, and not otherwise appropriated, a quantity of land not exceeding two

entire townships—forty-six thousand and eighty acres—for the support of a university; what institution was to be the recipient of this donation, congress did not declare. However, steps were soon taken to induce the legislative assembly of the territory to appropriate these lands “for the benefit of the university of the territory of Wisconsin, to be located at or near Madison, in the county of Dane;” but they were never so appropriated while Wisconsin remained a territory; and immediately after the admission of the state into the union, the act incorporating the “University of the territory of Wisconsin,” was repealed by the same law that established the present institution—the law approved July 26, 1848, revised and re-enacted in 1849. When, therefore, provision had been made by law for the establishment of a state university, as provided in the constitution of Wisconsin, then, by the fundamental law of the state, the proceeds of all lands that had been or might be granted by the United States to the state for the support of an institution of the kind, were to be set apart as a perpetual fund, the interest of which should be appropriated for that purpose. The University of Wisconsin was thus established and made secure of an endowment.

In 1858, the University was re-organized. All chairs were abolished and all appointments to the same declared vacated. As before mentioned, Dr. Barnard was called to the chancellorship, and Drs. Lathrop and Butler to professorships. Joseph C. Pickard, A. M., was, at the same time, elected to the chair of modern languages and literature, filling that position until 1861. In January, 1865, he was appointed the successor of Prof. Charles H. Allen, in the normal department, which had been established in the institution in 1863. He continued in that position during the year, when he resigned. The literary reputation of Prof. Pickard rests, to a considerable extent upon his translations, chiefly from the German language. These include stories, plays, and poems. He seems to catch, with facility, the spirit of the originals, transfusing it into English in a style decidedly pleasing. Take the following (which was



commended by the late Prof. J. B. Feuling, of the University of Wisconsin) as an illustration:

"EVENING MELANCHOLY.

[From the German of Salis.]

Over the pine trees shone the lamp of Hesper;  
Gently died away the red glow of evening;  
And the quaking aspens by the still fish-pond  
Rustled all softly.

Images spectral rose from out the twilight,  
Born of Memory. Sadly then, around me,  
Hovered forms of the far distant loved ones  
And the departed.

'Ah holy shadows! here, on earth, no evening  
Can unite us all!' in loneliness sighed I;—  
Sunk now was Hesper, and the mournful aspens  
Rustled forth sadness."

Among other translations of fugitive pieces, "The Silent Land" and "Harvest Home," both from Salis, may be mentioned with favor. In the "Song of the Spirits Over the Waters," from Goethe, there is much to admire. The last two stanzas will give a fair idea of the translator's felicity in clothing the German poet's ideas in English:

"Wind woos the water,  
Tenderly, fondly,—  
Stirs up the billows  
In foam from the depths.

Soul that is human  
How like to the water!  
Destiny human  
How like to the wind!"

In his efforts in English prose, Prof. Pickard has confined himself largely to pieces written for the newspapers. It may be difficult to find a more poetical description of the Chicago fire-fiend than in the following, from the Portland *Transcript*, on the great fire:

"Thousands of homes, beautiful and bright, went down in an instant and disappeared forever, at the touch of that fiend whose feet were the whirlwind; whose voice, a roar as from the throat of hell; whose breath, a heaven-obscuring smoke; whose arms, devouring flames!"

Prof. Pickard was born in Rowley, Massachusetts, in 1826. He received his academic training in Lewiston Falls academy, Maine, and his collegiate, in Bowdoin college, where he graduated in 1846. From 1852 to 1856, he was tutor in Illinois college, Jacksonville, where he taught modern languages, Latin, and rhetoric. Since 1873, he has filled the chair of rhetoric and English literature in the Illinois Industrial university, at Urbana.

In 1867, T. N. Haskell, A. M., was called to the chair of rhetoric and English literature in the University, which he filled with credit until 1868, when he resigned. He was born in Chautauqua county, New York, January 20, 1826, but was taken in his infancy to Bloomfield, Trumbull county, Ohio. His parents died when he was young, leaving him entirely dependent upon his own resources for an education. He commenced teaching in Warren, the county-seat of Trumbull county, when only sixteen years of age. He graduated at the Miami university, at Oxford, Ohio, in 1851. He afterwards studied and taught two years in Oberlin college, same state. Prof. Haskell at one time presided over Wayne academy, in Ashtabula county, Ohio; was principal of the high school at Sandusky, in that state, and of a female seminary in New York city. He spent one year in Andover theological seminary. While there, he married a daughter of President Justin Edwards. He was graduated from Union theological seminary, in New York, in 1854, and went at once to the pastorate of the Western Presbyterian church, Washington city; afterwards called to Boston, where he was a settled pastor for eight years. He traveled a year in foreign countries, and then came to Wisconsin to accept the chair tendered him in the University. He subsequently preached in Aurora, Illinois, until the

health of his family compelled him to change his residence. He removed to Denver, Colorado, in 1873, where he still resides.

Prof. Haskell is a fluent speaker and ready writer. Before leaving Illinois, he contributed several political articles to the press and made a number of political speeches (he is a republican in politics), which were declared by some of the prominent members of his party to be of a superior order. So, also, in Colorado, where the state senate in March, 1877, unanimously affirmed that his political speeches in the previous presidential campaign were distinguished for their statesmanlike ability, scholarly accuracy and candor, and were highly appreciated by thinking men of all political affinities and faith. He has cultivated the lecture field with marked success, his favorite topic being descriptions of oriental countries.

Prof. Haskell has written fugitive pieces of poetry of considerable merit. Among these may be mentioned "The Country's Call to Arms," and a "Centennial Thanksgiving Hymn." An ode composed for Lincoln's funeral obsequies, published in the *National Intelligencer* of April 19, 1865, is worthy of commendation. His prose writings are numerous. Many of his sermons, sketches, memoirs, essays, and addresses, have been printed. He was instrumental in starting, in 1874, the Colorado college, at Colorado Springs, the first institution of the kind in the Rocky mountains; and his address and report before the general congregational conference of January 20, of that year, in furtherance of the project, were interesting:

At the educational convention held in Denver, in December, 1875,\* Prof. Haskell, from the committee on education of Spanish children, reported a series of resolutions, advocating the employment by the legislature of a Spanish-speaking assistant superintendent for three months in each year, for three years, among Mexico-Spanish citizens, in developing the English common school system for the benefit of their children. City

\*Resoluciones en favor de instruccion en la lengua Castellana, paradas par la convencion educacional, convenida en Denver, en el mes de Diciembre, de 1875.

school boards were asked to invite Spanish youth to attend their high schools free of charge. The resolutions commended the study and colloquial use of the Spanish language to teachers, and recommended that a popular compendium of the common school system and its modes of usefulness to the rising generation of American citizens of all classes, be prepared and published in Spanish.

Prof. Haskell paints pen-pictures with fidelity. Take these few words upon the Nile: "Here we are now on the bosom of that marvelous river. It is the cool of the day in Egypt. The air is most charming, and clearer than crystal. The waters are unusually placid. The current beneath us is vigorous but even. The banks are low, level and fertile—covered with a rich compost of sand and slime. Every thing visible is suggestive of the value of this noble river to all this region. It was Herodotus who wrote thousands of years ago when beholding it: 'Egypt is the gift of the Nile.'"

From the date of the acceptance of the resignation of Dr. Barnard, in January, 1861, by the board of regents of the University, to June 22, 1867, there was a vacancy in the chief office of the institution. On that day, Hon. Paul A. Chadbourne, A. M., M. D., was chosen president—as the head of the faculty was now called. Prof. Chadbourne was, at the same time, elected to the chair of mental and moral philosophy. He was born in North Berwick, Maine, October 21, 1823. In early life, he supported himself by working on the farm in summer and in a carpenter-shop in winter; subsequently, he served two years in a drug-store. At the age of nineteen, he entered Phillips Exeter academy, New Hampshire. There he qualified himself to enter the sophomore class of Williams college, Williamstown, Massachusetts. He began his studies in that institution in the fall of 1845, and graduated with the valedictory oration in 1848.

Prof. Chadbourne taught one year in Freehold, New Jersey, at the same time studying theology. He afterwards studied in the theological seminary at East Windsor, Connecticut. In



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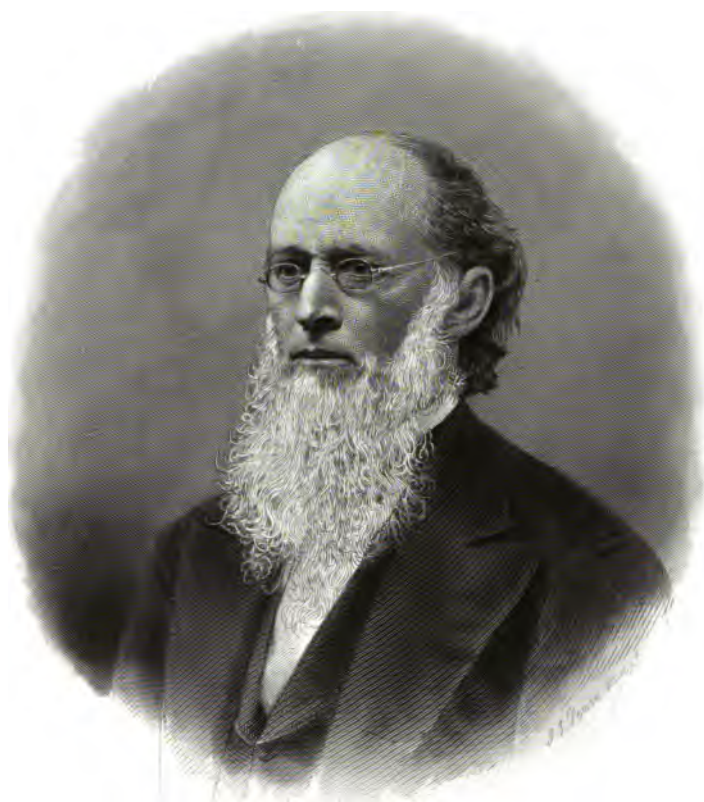
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PAUL A. CHADBOURNE, D.D. LL.D.  
*FIRST PRESIDENT STATE UNIVERSITY.*





the spring of 1850, he took charge of the high school at Great Falls, New Hampshire, and was married the same year, in Exeter, to Elizabeth Sawyer Page. In 1851, he was a tutor in Williams college. He next became principal of the academy at East Windsor Hill, Connecticut. In May, 1853, he was called to the chair of chemistry and botany in Williams college, which he held for fourteen years; for half that time, commencing in 1858, filling a like position in Bowdoin college, Maine. This period abounded in labors. He was professor in three institutions at the same time, spending a part of the year in each. In 1859, he visited the Scandinavian countries of Europe, making an extensive tour, including Iceland. Subsequently, he led a scientific expedition to Greenland. In 1860, he published four lectures on natural history, previously delivered at the Smithsonian Institution, and gave a course of lectures in Western Reserve college, in Ohio. He was three years professor in Berkshire medical college, and for twelve years gave a course of chemical lectures in Mount Holyoke female seminary, Hampshire county, Massachusetts.

Prof. Chadbourne was two years—1865 and 1866—a member of the Massachusetts senate, during which time he delivered a course of lectures before the Lowell institute, on Natural Theology, which were afterward published, and have been extensively used as a text-book in colleges. He was elected president of the Agricultural college in Amherst, Massachusetts, and while occupying that position was offered and accepted the presidency of the University of Wisconsin. After leaving this institution, he returned to Massachusetts, and, on the twenty-seventh of July, 1872, succeeded Rev. Dr. Mark Hopkins as president of Williams college, which position he still holds. The degree of doctor of medicine was conferred upon him by the Berkshire medical college, in 1859; that of doctor of laws, by Williams college, in 1868; and that of doctor of divinity, by Amherst college, in 1872. In the last mentioned year, he was elected Fellow of the Royal Society of Northern Antiquaries, Copenhagen.

Dr. Chadbourne resigned his office in June, 1870, as president of the University of Wisconsin, a step made imperative because of his enfeebled health. The necessity for this was regretted by all friends of the institution. "Possessed of remarkable executive ability and tact," writes Dr. S. H. Carpenter, "a sharp-sighted business man, and gifted with a quick insight and readiness to determine character, and a thorough knowledge of men, he was well adapted to the work of reorganizing the University; but the continuous mental strain told upon his somewhat delicate constitution, and he was compelled to retire."

As an instructor in natural science, Dr. Chadbourne, has but few equals in the United States. His pre-eminence, in this regard, consists in the fact that he selects well the leading germinant points, and enforces primary truths strongly on the mind. His scholarship is cosmopolitan in its range; he does well a great variety of things. He may be said to have an untiring executive ability. His administration of a college is characterized by a general wide-awakeness and by a careful oversight of details.

"It is a matter of deep regret," said the regents, in their report of 1870, "that we have to record the withdrawal of Paul A. Chadbourne from the presidency of the University. The board were long aware that the health and private interests of the president had determined him to give up his charge, but they still hoped that he might be induced to continue his place. His service as president closed with the collegiate year; and the regents feel it due to President Chadbourne, to themselves, to the University, and to the state, to express their conviction that his departure is a great loss to the educational interests of Wisconsin."

Dr. Chadbourne is not, in the popular acceptance of the term, an author of books; nevertheless, he has published three distinct works,—*"Lectures on Natural History," "Natural Theology,"* and *"Instinct in Animals and Men,"* and two small volumes of selected bacalaureate and memorial sermons. These

are books of genuine merit—the natural outgrowth of professional study and instruction in college; in other words, they are lectures and collegiate discourses put in print. In the first of these, he defines natural history to be “the study of the earth as one mass, and of every object upon its surface and within its crust.” Surely, this is a very succinct and comprehensive definition. “We ask you,” he continues, “to enter the portals of this great temple, and read the thought of the Builder in every separate stone, and its joining. Nothing is superfluous—nothing is wanting. Every line, seemingly useless in the separate stones, serves to show their true place in the arch or dome. And not a single tint could be lost without marring the grand picture which the pieces all conspire to form. They are like the colored glass of some grand old cathedral window—forming a picture unseen by those who pass on the outer side of the temple, but to those within, giving gorgeous tints and celestial groups.”

In his “Natural Theology,” Prof. Chadbourne presents the great outlines of his subject in a form easily understood by all. This work serves to “awaken in the student a love for the study of nature and lead him on to independent observation in this most profitable field of human thought.” Its popularity is shown by the fact that it has already passed beyond its twelfth edition. His “Instinct in Animals and Men,” is well calculated to “quicken the interest of the student in the study of nature,” and in a more thorough investigation of his own complex powers, so that his relations to the world can be better understood. Besides these lectures and sermons, he has written much and written well. His printed addresses, his communications to various periodicals, his articles in cyclopædias,—more than fifty titles in all,—present an array of literary work really quite surprising. Education, medicine, agriculture, horticulture, history, home life, Utah and the Mormons, labor, Iceland, and many other subjects, have received attention at his hands. He is at home whether discoursing upon “Co-operative Farming” or “Dogmatism in Science;”

upon "Immortality" or "Ancient Shell-beds of Maine;" upon "Sabbath Breaking" or the "Birds of the North."

In his inaugural address as president of Williams college, Dr. Chadbourne sketched the demands of the "New Education" on American colleges, and thus stated the attitude borne towards it by the institution over which he was called to preside: "The schools of agriculture and technology are doing the work which must be done in special investigations, and the application of science, leaving the college free for the work it was intended to accomplish, *the high cultivation of man*, as a foundation and preparation for any pursuit in life—to give a training not for any special kind of life, but to make all life worth having—not to make specialists, but to so develop the whole man that no professional or special study shall destroy the symmetry of character which is a comfort to its possessor and a blessing to the world.

"The college, then, seeks to educate not the lawyer, the minister, the farmer, the artizan, the merchant, or the teacher, as such, *but the man*, so that he may engraft professional knowledge upon his education to the best advantage, that all professions may have the same basis, as they ought to have, since the man is of more importance and has a more important work to do in the world than mere professional labor."

The following, from Dr. Chadbourne's eulogy upon Edward Everett, delivered in the Massachusetts senate January 20, 1865, exhibits his style in a somewhat striking light:

"MR. PRESIDENT:—It is eminently proper that we should turn aside from the ordinary duties of this chamber to pay our brief tribute of respect to the memory of a great man. Edward Everett was a great man among great men. It was his lot, sir, to live and walk with a race of intellectual giants. And if we consider the rare combination of native power with vast acquirements, he was hardly surpassed by any man of his time. He was a scholar, an orator, a statesman, and a patriot. How perfect and beautiful was his life, how transcendently beautiful its close! No broken shaft can be its symbol. It was like

the lofty marble column, without spot or blemish, its flutings perfect, its capital entire.

"I shall ever consider it among the fortunate events in my life, that I heard his last words in Faneuil Hall. There his great heart gushed forth, breaking down the forms of elaborate and studied oratory so commonly attributed to him. With what loving enthusiasm was he greeted by the hundreds who had so often hung upon his lips. And how did his words give us courage for the conflict and charity for the returning prodigals. \* \* \* \* \*

"His eloquent words remain, but his eloquent lips are closed forever in death. He has completed his warfare. We may place his statue in the vacant place in front of the capitol, but his spear leans against the wall, and who is there left mighty enough to wield it? But how little, sir, of such a man can die! His death seems to me like one of those splendid summer nights in the far north, where the sun indeed sinks beneath the horizon, but where his midnight light curtains the heavens with purple and gold, more gorgeous and beautiful than his noonday glory."

## SKETCHES OF THE

### CHAPTER III.

ORGANIC LAW OF THE UNIVERSITY—ELECTION OF REGENTS—  
DR. DANIEL READ—PROF. S. P. LATHROP—PROF. JOHN B.  
FEULING.

The establishment and endowment of the University of Wisconsin, and the giving of it a non-sectarian character, were made imperative by the constitution of the state; all other matters connected with the institution were to be provided for by law. The legislature was not slow in passing an act for its establishment "at or near the village of Madison, in the county of Dane;" the act being approved by the governor, July 26, 1848. The law declared that the name and style of the institution should be "the University of Wisconsin." It further declared that its government should be vested in a board of regents to consist of a president and twelve members. The regents were given power, and it was made their duty, to enact laws for the government of the University; to elect a chancellor, and to appoint the requisite number of professors and tutors, and such other officers as might be deemed expedient; the chancellor to be, by virtue of his office, president of the board of regents. The members of the board were to be elected by the general assembly of the state. The regents and their successors in office were constituted a body corporate with the name and style of the "Regents of the University of Wisconsin," with the right, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal and altering the same at pleasure.

The University, it was declared, should consist of four departments: first, a department of science, literature, and the

arts; second, a department of law; third, a department of medicine; fourth, a department of the theory and practice of elementary instruction. The immediate government of the several departments was intrusted to their respective faculties; but to the regents was given power to regulate the course of instruction and prescribe, under the advice of the professorships, the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually granted and conferred by other universities. The regents were also given power to determine the amount to be paid as salaries to officers of the institution, to purchase a suitable site for the erection of the University buildings, and to proceed to the erection of them as soon as they might deem it expedient; but the salaries thus determined upon, the site thus selected, and the plan of the buildings thus to be erected, were to be submitted to the legislature of the state for approval. They were authorized to expend such portion of the income of the University fund as they might deem expedient, for the erection of suitable buildings and for the purchase of apparatus, a library, and a cabinet of natural history. The regents were required to make a report annually to the legislature at its regular session, exhibiting the state and progress of the University in its several departments, giving also the course of study, the number of professors and students, and the amount of expenditures therein; and such other information as they might deem proper. It was expressly declared in the act, that no religious tenets or opinions should be required to entitle any person to be admitted as a student in the institution; and no such tenets or opinions should be required as a qualification for any professor, tutor, or teacher; and that no student should be required to attend religious worship in any particular denomination. This, in the main, was the organic law of the University of Wisconsin.

The legislature after passage of the act establishing the University, and after its approval by the governor, proceeded to the election of twelve regents as provided therein. The citizens

chosen were Alexander L. Collins, Edward V. Whiton, John H. Rountree, J. T. Clark; Eleazer Root, Simeon Mills, Henry Bryan, Rufus King; Thomas W. Sutherland, Cyrus Woodman, Hiram Barber, John Bannister: the first four, by the action of the board, formed class number one, to hold their office for two years; the second four formed class number two, to hold their office for four years; the last four formed class number three, to hold their office for six years. These gentlemen immediately entered upon their duties, deeply impressed with a sense of the importance and responsibility of the trust committed to their hands. They were required to organize and put in practical operation, an institution of learning, for the people of the state of Wisconsin, of the rank of a university. This was an onerous task.

No public interest, the regents were fully aware, could be of greater magnitude than that of education; intimately connected as it is with our social prosperity and happiness, and with the perpetuity of our free institutions. While, for the promotion of this paramount state interest, liberal provision had been made by the constitution and laws; and while it might be reasonably anticipated that the blessings of education would be as widely diffused through the commonwealth and as fully enjoyed by the youth therein, as in any other of the states; yet, to secure a result so desirable, would, of course, require much careful deliberation and the adoption of wise and judicious measures. The common schools of Wisconsin had yet to be organized into a system in which the University was to occupy the highest place to make that system complete.\* That the organization of these schools would be in accordance with the advanced progress of popular education elsewhere, no one could doubt. That the University was to be the culminating point of instruction provided by the state, awakened a

\*The constitution framed by the convention of 1846 provided the basis of a free-school system similar to that in the present constitution of the state. It was largely the work of Dr. Henry Barnard, mention of whom has previously been made.



deep interest in its success. From its design, the institution would necessarily embrace a wide range of study and a severe course of mental discipline. It was felt, therefore, by the board that the plan upon which it should be conducted, particularly as regarded its several departments of instruction, should be well considered. To properly organize these departments was an undertaking fully appreciated by the regents as one of no ordinary difficulty. How they proceeded in their work, it will be a pleasure hereafter to describe.

On the sixteenth day of January, 1856, Daniel Read, LL. D., was inaugurated, at Madison, as professor of mental philosophy, logic, rhetoric and English literature, in the University of Wisconsin. In 1861, his chair was changed so as to include mental, ethical, and political science, rhetoric and English literature. This position he retained until 1866, when he left the state. He was born near Marietta, Ohio, June 24, 1805. At the age of ten, he was placed as a pupil in the Cincinnati academy and subsequently studied at Xenia academy, Ohio. In 1819, he commenced preparation for college, in Athens, in that state, graduating at the Ohio university, with the highest honors of his class in 1824. He afterward read law for a time, but was induced finally to accept the position of preceptor in the academy of the institution in Athens where he had graduated. Subsequently, he was admitted to the bar, but never practiced his profession. He was not only promoted to the professorship of political economy and constitutional law in the Ohio university, but became vice-president of that institution. In 1840, he was appointed one of the visitors to West Point; and, as secretary of the board, he prepared its report for that year. In 1843, he was elected professor of ancient languages in the Indiana state university, which he accepted, resigning for that purpose his professorship at Athens. In 1850, he was elected a member of the Indiana constitutional convention. In 1856, he came to Wisconsin. Upon the death of Dr. Lathrop, in 1866, he was elected president of the university of Missouri, at Columbia, holding that position until July 4, 1876, when he resigned and retired from college life.

For fifty years, Dr. Read had been in commission as a university officer; almost constantly engaged, through all that time, in the routine of a professor's every-day work. By holding up before his pupils examples of high effort, and by his own presence and assistance, he inspired them with enthusiasm in their studies. His punctuality in his duties as teacher was only excelled by the preparation made by him for the class-room. He taught his pupils how to study, how to learn, how to classify their knowledge, and how to use it. His vacations were usually employed in visiting colleges, libraries, polytechnic institutions, or educational associations, it being his especial delight to consult with leading American educators. While in Wisconsin, he was recognized as an able teacher, as a high-minded citizen, and as active in all matters pertaining to educational advancement. He was energetic in promoting the interests of the University, exerting himself particularly in measures relating to the concentration of funds to make it a strong institution. Dr. Read has not only given his life to the one single object of education in the west and in western state universities, but it has been given with a devotedness and singleness of purpose worthy of great praise. Although a life-long educator, eminent in his profession, he has ever been conservative in his opinions and actions, and in no wise a partisan. In the ten years of his administration of the affairs of the university of Missouri, he achieved a success which finds few parallels in the history of similar institutions in the United States. He cared for and looked after its interests, —its finances, its property, its reputation at home and abroad, its library, its grounds, its departments. Such a man, the central west will long remember with honor.

Dr. Read has made his appearance as a writer before the public in various ways,—in reports, memorials, eulogies, addresses, and in other forms of communication. He has written newspaper articles almost constantly from youth, on many topics which have interested the states of Ohio, Indiana, and, at a later period, Missouri; also, to some extent, of Wisconsin

Matters of education, internal improvement, banking, tariff, and questions of constitutional reform, have received his attention. His numerous addresses have been delivered before various state legislatures, national educational conventions, and popular assemblies. They cover a variety of subjects,—“Common School Education,” “The Idea of a State University,” “The Study of Civil Polity,” “Military Education,” “School Libraries,” “Changes and Advances in Public Education.” Of his published eulogies, may be mentioned with especial favor, those on General Andrew Jackson, Stephen A. Douglas, and William H. McGuffey. The report of the board of visitors to West Point in 1840, written by him the same year, and commended in the *North American Review* for January, 1841, is a creditable effort. The one on “The Reorganization and Enlargement of the University of the State of Missouri,” of December 20, 1870, has been extensively referred to as one of the most valuable documents on university education published in the United States.

Dr. Read has, in his writings, few marked peculiarities of style. His thoughts are seldom commonplace; his language, though generally devoid of ornamentation, is, at times, highly ornate. When he has something to say, he says it without “fear, favor, or affection.” Thus: “The education of your children is, next to the salvation of your souls, the greatest interest of human life.” There is a conciseness, also, frequently observable: “To die is the office of the *man*, simply; the conqueror, the statesman, the chieftain, has nothing to do in this great and final work.” There is in his manner of expression what may be called an effective indirection. “I do not forget,” said he, when retiring from the presidency of the university of Missouri, “that among all the religionists of this earth, in the ancient, the mediæval, or the modern world, there is not a sect or tribe that worship the *setting* sun; the object of worship is the *rising* sun:” where the “going down” of his own labors, because of age, is delicately and regretfully referred to. It is this sensibility which leads him frequently to

indulge in poetical quotations; as in the following from his inaugural address delivered in Madison, upon the occasion of his taking his chair in the University of Wisconsin: "No age can devise a scheme of education for succeeding ages. It is absurd to suppose so. The world changes; it advances in a thousand ways; new arts are invented; change is the very order of universal nature.

'The eternal Pan  
Who layeth the world's incessant plan  
Halteth never in one shape,  
But forever doth escape  
Into new forms.'

Laws, governments, and civilization change. Men must be educated for their own age, not for another." But, in observing this use, by the writer, of the thoughts of others, it never occurs to us that the object is a display of much reading or great learning; and such, surely, is very far from Dr. Read's intention. It is a deference paid by him to the happy expressions of others—to great thoughts, found clothed in excellent language—which leads him to this indulgence. The following from his "Education, a Cheap Defence of Nations," will serve as an exemplification:

"It [education] is not only the cheapest, but the best defense; to a republic, the only sure defense: a defense from foes within, as well as from foes without. What are forts and arsenals, what are ships of war, compared with the means and instrumentalities of knowledge and morality among people? When will even popular governments come to act upon the principle that it is the people—the citizens—that constitute their strength and greatness? that men—virtuous and enlightened men—knowing their rights and duties as men and citizens, are the only real glory and protection of a republic?

'What constitutes a state?  
Not high-raised battlement or labored mound,  
Thick wall or moated gate;

Not cities proud, with spires and turrets crowned;  
Not bays and broad-armed ports,  
Where, laughing at the storm, rich navies ride;  
Not starred and spangled courts,  
Where low-browed baseness wafts perfume to pride.  
No! Men, high-minded men,  
Men who their duties know,  
But know their rights, and knowing, dare maintain!  
These constitute a state!''

The board of regents at their annual meeting in February, 1854, made choice of Stephen Pearl Lathrop, M. D., of Beloit college, to fill the chair of chemistry and natural history in the University. He entered on his duties early in June. He was born in the town of Shelburn, Vermont, September 20, 1816. In early life he encountered difficulties arising from the straightened circumstances of his parents, such as might have kept in obscurity an ordinary mind; but he worked his way through every obstacle to the attainment of a liberal education, and was graduated at Middlebury college in his native state, in 1839. He entered college, intending to prepare himself for the ministry; but a weakness of the lungs, which soon after appeared, compelled an abandonment of his purpose. Following a taste for physical science which had been developed during his collegiate course, he studied medicine, receiving his degree in 1843. He commenced the practice of his profession in Middlebury with a prospect of more than ordinary success; but his attainments and the general cast of his mind fitted him peculiarly for the work of instruction; and to this he devoted the chief energies of his life.

In obedience to a call from his Alma Mater, in the spring of 1845, he temporarily filled the chair of an absent professor in anatomy, physiology, and botany in that institution. He was also called about the same time to take part as an assistant in the geological survey of Vermont. A year later, he undertook the charge of the female seminary in Middlebury. In these various relations, he acquired a reputation for sound scientific

attainments, energy of character, and success in imparting knowledge, which induced the trustees of Beloit college, of Beloit, Wisconsin, to invite him, in 1849, to the professorship of chemistry and natural science, in that institution. He entered upon the duties of his office in the fall of that year.

On his removal to Wisconsin, Prof. Lathrop soon became extensively and favorably known, not only as a college teacher but as associate editor and publisher of the *Wisconsin and Iowa Farmer*, and as a devoted and successful laborer in the department of agricultural science. For the last two years of his life, by his connection with that journal, he came into communication with the agriculturists of southern and central Wisconsin and thus gave them the benefit of both his science and his experience, for the promotion of their interests. He was entirely free from the pride of learning, which often keeps the educated man from intercourse with the working farmer; and his practical good sense fitted him in a peculiar manner to be a useful instructor of that class, through the pages of a journal devoted to their interests. He did not sever his connection with the institution at Beloit until called to the state University. Here he continued his valuable services in the department to which he had been called until disabled by the disease which terminated his useful life December 25, 1854, the first of the professors of the University to die while in office. "In the decease of Professor Lathrop," said the regents, "the University lost the service of an able and devoted officer; the agricultural interest, a scientific friend; and the state, a useful and influential citizen." As an instructor, he was well versed in all matters appertaining to his department,—enthusiastic in his devotion to science, and apt in engaging the interest of his pupils. For the study of natural history, in all its branches, he had a peculiar fondness. He was a close observer. Rocks, minerals, shells; the diverse forms of vegetable life; beasts, birds, insects;—all engaged his attention.

As a writer, Prof. Lathrop was vigorous but not poetical. His thoughts, though frequently effective, were always ex-

pressed in plain words. The following is from an unpublished lecture of his upon chemistry: "It is in the enlarged views which science gives that we first learn duly to appreciate the Deity. Eternity, infinity, omnipotence, are attributes so astounding to human faculties, that we can only arrive by steps at the most moderate apprehension of them. 'Jacob's ladder must stand upon the earth in order to reach heaven.' What more worthy employment, then, can man find for his faculties than the investigation of these hidden forces that tell in so plain a language of the Mighty Power which called them into action? Before such knowledge, superstition necessarily fades like darkness before the sun."

In 1868, John B. Feuling, Ph. D., was called to the chair of modern languages and comparative philology, in the University. He was born in the city of Worms, Germany, February 12, 1838. Until his tenth year, he was educated at the public school in his native city; he then attended the gymnasium, from which he graduated in 1857, with a first degree; afterwards entering the university at Giessen to study philology. His studies there were interrupted by being called to serve in the army; but he soon returned and passed his public examination in 1860; from this institution he received the degree of doctor of philosophy. He gave private instruction while at the university; and after leaving the institution he accepted a position in the institute of St. Gowihsausen on the Rhine, as teacher of Latin and Greek. Later, he spent two years at the Bibliotheque Imperiale, in Paris, mainly in the study of philology and in acquiring a conversational mastery of the French language.

Dr. Feuling came to the United States in 1865, and not long after opened a French and German academy at Toledo, Ohio. Not succeeding in this undertaking, he came west, first giving instruction at Racine college in the classical languages, and then accepting a professorship in the University of Wisconsin. Shortly after his accession to this professorship, he was invited to the chair of ancient languages in the university of

Louisiana, at Baton Rouge, and visited that place on a tour of inspection. The position was held open for him one year, when he finally declined it, although his preference was for a professorship such as had there been tendered him. The position in the University of Wisconsin he continued to fill, with much credit, until stricken down by disease, which terminated his life March 10, 1878,—the second of the professors of the University to die at the post of duty. At the time of his death, Prof. Feuling was a member of the American Philological Association and of the Wisconsin Academy of Sciences, Arts, and Letters. To both, he had contributed several papers. He published, soon after coming to Madison, an edition of the *Poema Admonitorium* of Phocyllides, prefacing the Greek text with an introduction in fluent Latin. He left several works in manuscript: "The Homeric Hymns," with notes; "Selections from Montesquieu," with notes and a glossary, intended as a French reading book; and "An Historical Outline of Germanic Accidence." He was a profound scholar. Teaching, with him, was not drudgery. He felt proud of his profession, and discharged his duty with a conscientious fidelity.\*

President Boyd, of the university of Louisiana, writes: "I consider the loss of Dr. Feuling to be a national calamity. The announcement of his death brings sorrow here in the far south as in the northwest. Wherever he was known, (and scholars and men of intelligence all over this country knew him), there is a profound regret that the accomplished linguist and courteous gentleman is no more." Prof. Whitney of Yale college says of him: "I lament his death, regarding it as a painful and serious loss to philological science in America. I held for him a high respect and warm personal affection."

Dr. Feuling has lectured before various colleges and educational associations. His pamphlet on the "Etymology of the Word Church," attracted the attention of eastern linguists. Prof. Schele de Vere, of the university of Virginia, writes of

\* Adapted largely from a sketch of Dr. Feuling, written by Dr. S. H. Carpenter, for the UNIVERSITY PRESS of March 20, 1878.



it: "I have been reading it again with appreciation of the distinction the author had won for himself and the University of which he was so bright an ornament."

Dr. Feuling's last address, "The Rhyme in Latin and Greek," was read by him before the philological convention at the Johns Hopkins university, in Baltimore, 1877. He was a frequent contributor to leading periodicals of this country, and had been for some years associate editor of a literary journal published in his native city. From these columns is selected the following which shows that, in his literary tastes, poetry was an essential element, and that he cultivated the field with marked success:

## FATA MORGANA.

Ich trat mit seligem Vertrauen  
Umspielt von goldenem Sonnenschein  
Zu meiner Kindheit sonnig blauen,  
Und nie umwoelkten Himmel ein.

Es dehnten sich nur gruene Matten  
Vor meinem trunkenem Blicke aus,  
Und stille Myrten boten shatten  
Im dunkeln gruenem Blaetterhaus.

Die Welt war von dem Morgenlichte  
Der ersten Menschlichkeit umstrahlt  
Wie alte Saenger im Gedichte,  
Verschwund'ne Zeiten einst gefalt.

Das Glueck bot mir in Silberschale  
Den gold'nen Wein der Seligkeit,  
Es waren Plato's Ideale  
Gestalten schoener Wirklichkeit.

Doch ach! es waren Truggebilde  
Wie sie die Wuestensee oft malt;  
Die Sahara wird kein Gefilde,  
Der eis'ge Nord bleibt ewig kalt!

## [TRANSLATION.]

My childhood's holy faith obeying,  
I trod the way with glad surprise,

Its golden sunshine o'er me straying  
I looked on blue, unclouded skies.

I saw an ever-blooming meadow  
Alluring my enraptured mood,  
And far away in quiet shadow  
A leaf-green summer solitude.

"The world lay in the Eden glory  
That first humanity o'er cast,  
As told in sacred song and story,  
By poet-singers of the past.

The wine of blessedness unbroken  
Life proffered from her golden stream,  
And there were they, in smiling token,  
The real forms of Plato's dream.

"Ah happy childhood's rainbow vision!  
I see no more thy hills of gold;  
The desert hides thy fields elysian,  
The north wind murmurs ever cold.

The following is a translation from another of his poetical efforts:

#### HEINE'S GRAVE.

I know a grave in foreign lands  
Within a church yard's sacred keeping.  
To tell of one in silence sleeping  
A marble cross above it stands.  
The cross turns eastward to the sun—  
It points away to youth's glad story,  
Its dream of love, its dream of glory,  
To heights the singer's heart had won.

It dreams of German Fatherland,  
The Brotherhood in loyal union,  
And reaches out as in communion  
With those who mourn—a broken band.  
So, oft, as the young day appears,  
He sees the cross with tear-drops beaming,  
For Night has paused in tender seeming,  
And o'er the sleeper bowed in tears.

Dr. Feuling was a member of the American Oriental Society, and was invited to address its members, but the invitation came too late. According to his expressed wish, he was buried in Forest Hill cemetery, near Madison, Wisconsin, within sight of the city he loved so well, and of the University, the scene of the labors of his active life.

## SKETCHES OF THE

### CHAPTER IV.

ORGANIZATION OF THE UNIVERSITY—DR. EZRA S. CARR—PROF.  
CHARLES H. ALLEN.

The regents of the University of Wisconsin held their first meeting at Madison, October 7, 1848. They met again on the sixteenth of January, 1849. At these meetings, with a lively sense of the importance of the public interest intrusted to their care, with an abiding desire to render their administration of the trust productive of general and lasting benefit to the people of the state, and in accordance with what they believed to be a judicious policy, they proceeded, as preliminary to a full organization of the institution, to the selection of a site for the location of the University; to the establishment of a preparatory school in the department of science, literature, and the arts; to the election of a chancellor; and to the adoption of incipient measures for the formation of a cabinet of natural history.

Among the many locations "at or near the village of Madison, in the county of Dane," suggested as a site for the University, the regents determined that the one known as "college hill" was the most suitable,—situated one mile west of the capitol and sufficiently elevated to overlook "the village," the four lakes, and a wide extent of surrounding country. The wisdom of this selection no one has ever since questioned. It is doubtful whether, all things considered, a lovelier spot for an institution of the kind can be found in the United States. A proposition from the owner, Aaron Vanderpool, to dispose of one hundred and fifty-seven and one-half acres, for fifteen

dollars an acre, adding a small sum thereto to cover taxes and agent's fees, was accepted by the regents, subject to the approval of the legislature. The land thus selected was the north-west quarter of section twenty-three, in township seven north of range nine east, of the government survey, excepting therefrom a small portion which had been laid off as one of the blocks of Madison. The regents asked of the legislature one thousand dollars to defray contingent expenses and to cover the first payment on the land—the money to be repaid from the income of the University fund whenever the amount should be realized.

The establishing of a preparatory school in the department of science, literature, and the arts, was deemed by the regents to be in accordance with the usage of similar institutions elsewhere,—it being especially necessary in connection with the University of Wisconsin from the consideration that there were, at that date, very few academic institutions in the state where proper instruction could be obtained to qualify students to enter the regular classes. The citizens of Madison generously tendered the use of a building for the school free of rent, which was accepted by the regents. The tuition fee was fixed at twenty dollars a scholar for the year. This, it was believed, would be amply sufficient to defray the expense of instruction in the school. The regents limited their liability, in that connection, to five hundred dollars per annum. The course of study was to include English grammar, arithmetic, ancient and modern geography, elements of history, algebra, Caesar's commentaries, *Æneid* of Virgil (six books), Sallust, select orations of Cicero, Greek lessons, *Anabasis* of Xenophon, antiquities of Greece and Rome, exercises in penmanship, reading, composition, and declamation. Instruction was also to be given, to all who might desire it, in book-keeping and in the elements of geometry and surveying. On Monday, the fifth day of February, 1849, the school was opened, under charge of John W. Sterling, A. M., who had been elected professor of mathematics by the regents at their meeting October 7, 1848. His

salary was fixed at five hundred dollars per annum. The first year, consisting of two terms of twenty weeks each, ended on the twenty-fourth of January, 1850. There were in attendance during the first term, Levi Booth, Byron E. Bushnell, Charles Fairchild, William H. Holt, Daniel G. Jewitt, Charles D. Knapp, Francis Ogden, Robert Ream, Robert D. Rood, Charles B. Smith, Hayden K. Smith, George W. Stoner, Richard F. Wilson, and Albert U. Wyman, from Madison; James M. Flowers from Sun Prairie; Henry McKee and Stewart McKee from Platteville; Wm. Stewart from Ancaster, Canada West; Charles T. Wakeley from Whitewater; and William A. Locke from Lake Mills. There were enrolled the second term all those who had attended during the first term, except Henry McKee; with the addition, also, of Horace Rublee, of Sheboygan; Jesse S. Ogden, Theodore Holt, Jasper T. Hawes, and John H. Lathrop, Jr., of Madison; Noah H. Drew, of Prairie du Sac; George M. Pinney, of Medina; and James H. Sutherland, of Greenfield.

A third preliminary step—that of the election of chancellor, was a duty devolving upon the regents under the organic law of the University. It was deemed expedient by them to fill the office at the commencement of their operations, that they might have the benefit of his advice in all matters appertaining to the institution over which he was to preside, and in the success of which he would necessarily feel, from his position, a greater than ordinary share of interest and responsibility;—the act under which the University was to be organized evidently contemplating this in making him, by virtue of his office of chancellor, the president of the board. Influenced by a desire to place at the head of the institution a man not only qualified, by his experience, scholarship, and character, to preside with dignity and efficiency over the University, and promote all its interests by wise counsels, but one able also to impress the popular mind of Wisconsin with the paramount importance of the great subject of education—the regents unanimously made choice at their first meeting of John H.

Lathrop, of whom mention has previously been made. The maximum of his salary was to be two thousand dollars per annum, which was, under the law, submitted to the legislature for their approval. He did not assume the presidency of the board until November 21, 1849.

The regents, as a fourth preliminary step toward the organization of the University, deemed it expedient to begin a collection of geological and mineralogical specimens, also of natural and artificial curiosities, for a cabinet of natural history. The importance of the object was conceded; and because of a proposition made by H. A. Tenny, of Madison, who offered to act free of charge as agent in collecting specimens (Mr. Tenny having previously made considerable progress in that direction), it was considered that the prosecution of the matter would be ably attended to and with trifling expense, by appointing him to act in that capacity. His exertions were soon rewarded with over one hundred specimens of rocks, ores, fossils, and curiosities; also with a considerable number of shells. It was to this beginning that the cabinet of the University owes its origin. The efforts of Mr. Tenney did not cease with these accumulations. His labors "without reward or hope thereof" were long continued, and were as successful as they were generous.

The regents also proposed the erection of a building at an estimated cost of three thousand five hundred dollars, to be used ultimately by the department of the theory and practice of elementary instruction, submitting a plan of the edifice to the legislature for their approval, the building to be erected on the site which it was proposed to purchase of Mr. Vanderpool. The board of regents made their first annual report to the legislature in January, 1849. The legislature by a joint resolution approved February 2, 1849, confirmed the action of the regents as to the salary of the chancellor and professor of mathematics; also as to the site selected for the University and plan of the building to be erected thereon.

An act supplementary to the organic law of the University,

approved August 21, 1848, provided that, when a vacancy in the office of regent should occur from any cause, it should be the duty of the governor to fill the same by appointment. Edward V. Whiton having resigned, and Thomas W. Sutherland removed out of the state, A. H. Smith was commissioned, August 4, 1849, as the successor of the former, and Nathaniel W. Dean, June 13, of the same year, to fill the place of the latter.

The third meeting of the board of regents was a special one and was held November 21, 1849, when the first steps were taken toward opening two of the departments of the University as provided for in the organic act—the department of science, literature, and the arts, and that of the theory and practice of elementary instruction. There was established, in the first mentioned department, a professorship of ethics, civil polity, and political economy; one of mental philosophy, logic, rhetoric, and English literature; a third, of ancient languages and literature; a fourth, of modern languages and literature; a fifth, of mathematics, natural philosophy, and astronomy; and a sixth, of chemistry and natural history. There was also established, for the other department, a normal professorship. The salary of each professor was fixed at a maximum of one thousand dollars per annum.

It was resolved by the regents, at this meeting, that the inauguration of the chancellor elect should take place on the sixteenth of January, 1850, at the capitol in Madison. On that day, the legislature having adjourned over in honor of the occasion, and the supreme court, the state medical society, and a railroad convention, having each intermitted its session for the purpose of attending the exercises, there was no rival attraction to divert the attention of citizens from the event. John H. Rountree presided at the meeting. A stirring address was delivered on behalf of the regents by A. H. Smith, one of their number, followed by an able inaugural effort by Chancellor Lathrop; and the University of Wisconsin was ushered into existence.\*

\*The University years are numbered successively from the year 1850;



The chair of chemistry and natural history, made vacant by the death of Prof. S. P. Lathrop, was, in 1855, filled by the election of Ezra S. Carr, M. D., who entered upon the duties of his professorship, in January, 1856. He was born in Ste-phentown, Rensselaer county, New York, March 9, 1819. He graduated first at the Rensselaer polytechnic school, in Troy, and was then appointed by the governor of the state—William H. Seward—an assistant in the geological survey of New York. When not engaged in the field, he continued his scientific and medical studies at Albany. The degree of doctor of medicine was conferred upon him by the Castleton medical college, Vermont, in which institution he was appointed to the chair of chemistry and natural history, in 1842—a position held by him a number of years. From 1846 to 1850, he lectured alternately in the Castleton and Philadelphia medical colleges, giving two courses annually in each of those institutions. His home being in Vermont, he was active in the affairs of that state. In 1846, he was elected president of the state temperance society and appointed a delegate to the world's temperance convention held in London during that year. He was an officer of the state educational society, and prominent in efforts to provide the southern and western states with competent teachers. Elected to the state legislature, he advocated a geological survey and more liberal provisions for public education.

In 1853, the regents of the University of Wisconsin elected Dr. Carr temporarily to the chair of chemistry and natural history, which he declined, he being soon after called to the professorship of chemistry and pharmacy in the University of Albany. Subsequently, he was appointed chemist to the New York state agricultural society. He afterward delivered a series of lectures on practical subjects to the working men of

for example, that of 1877-8, ending June 19, 1878, is reckoned the *twenty-eighth*. The day of the inauguration of Chancellor Lathrop—the *sixteenth of January*—is properly considered the birth-day of the institution.

Albany. In 1854, he was invited to the professorship of chemistry and natural history in the University of Vermont but declined the offer, he having engagements to teach those sciences in the state normal school at Albany, and to give summer courses of lectures in Middlebury college, Vermont. Dr. Carr came to Madison early in 1856, and was connected with the University of Wisconsin as professor of chemistry and natural history for twelve years. He was one of the commissioners of the state geological survey and became a regent of the University in 1857, serving two years. He was elected a member of the Wisconsin state medical society in 1856, and was its president for one term; also acting professor of chemistry in the Rush medical college, Chicago, for three years. He resigned his chair in the University in 1868 and removed to California, where new fields of labor opened to him. In 1869, he was occupying the chairs of agriculture in the newly organized University of that state and of medical chemistry in the Toland medical college in San Francisco. His connection with the University terminated at the end of six years' service, when he was elected state superintendent of public instruction of California, which office he still holds.

Dr. Carr is the author of many published papers upon medical, agricultural, scientific, and other subjects, among which may be mentioned the "Genesis of Crime," "Claims and Conditions of Industrial Education," and "Child Culture." A volume upon agriculture and kindred subjects, entitled "Patrons of Husbandry," has received warm encomiums from the press of the United States and England. Prof. Carr's style in writing is characterized as easy-flowing, free from angularities or pompousness. The following extract from his eulogy on Dr. J. W. Hunt, delivered December 20, 1859, published by the State Historical Society of Wisconsin, pretty fairly exhibits his usual style: "If any thing can quiet the pulses of busy life in which most of us are absorbed, it is when funeral bells solemnly toll out the lessons of man's mortality, the brevity of his career, the equality of all in suffering and death. To-day

all is brightness; hope invites activity; the heart beats high with expectation; and the brain labors for the accomplishment of great purposes: to morrow, both are dust. The present seems our only possession, so dim are our recollections of 'that immortal sea which brought us hither,' so faint and fugitive our conceptions of the mysterious river over which myriads pass and none return.

'Oh, none return from those quiet shores  
Who cross with the boatman cold and pale;  
We hear the dip of the golden oars,  
We catch the gleam of the snowy sail,  
And, lo! they have passed from our yearning sight.  
They cross the stream, and are gone for aye;  
We may not sunder the veil apart  
That hides from our vision the gates of day.'"

During the spring term of 1863, a normal department was opened in the University under charge of Charles H. Allen, who, at the time of his election, was acting as the general agent of the board of normal regents of Wisconsin. The normal department was continued until 1869, when it was enlarged into a ladies' college. Prof. Allen resigned his position in January, 1865, to take effect at the end of the University year, but filled the chair temporarily during the fall term. His labors had been successful and his resignation was a matter of regret, generally. He was born in Mansfield, Tioga county, Pennsylvania, February 11, 1828, but spent his youth in Hampshire county, Massachusetts, where until the age of fifteen he received the benefits of a common school education. He was afterward engaged in surveying, in teaching common and normal schools, and in holding teachers' institutes. He came to Wisconsin to hold a series of teachers' institutes which had been organized by Dr. Barnard. Fulfilling successfully the engagement, he was permanently employed in the same work and in that of examining the normal classes in the several institutions of the state. Upon the resignation of Dr. Barnard as chancellor of the University of Wisconsin, Mr. Allen continued his work as

agent of the normal board until called to the normal department in that institution, he having conducted, in 1862, a private normal and high school in Madison. During his summer vacation in 1863, he served his country as captain in the Fortieth Wisconsin regiment—hundred days volunteers.

Prof. Allen, after resigning his position in the University, engaged for a brief time in private business. In 1866, he was called to take charge of the first normal school in Wisconsin, opened at Platteville October 9, which position he held for four years, resigning in 1870 on account of ill health. He then went to Oregon where he opened and organized the Bishop Scott grammar school as head master. His health improving, he returned to Wisconsin and accepted the position of institute agent for the regents of the normal schools. From that position he was called in 1873 to a professorship in the state normal school of California, located at San Jose. After filling the position a few months, he was made principal of the school, which position he still holds. As an institute conductor and as principal of normal schools, Prof. Allen has been, and is, eminently successful.

## UNIVERSITY OF WISCONSIN.

### CHAPTER V.

ORGANIZATION OF UNIVERSITY CLASSES—THE UNIVERSITY SITE  
OCCUPIED—SELECTION AND APPRAISAL OF UNIVERSITY LANDS  
—DR. J. H. TWOMBLY.

On the fourth day of August, 1850, the first university class was organized; but this step was only constructively taken; freshman studies having been assigned to two students of the preparatory school—Levi M. Booth and Charles T. Wakeley. These studies were pursued by them during the first university year ending July 10, 1851; but there was no setting apart of a distinct freshman class until the commencement of the next university year, on the seventeenth of September, 1851, when a sophomore class was also formed with Levi M. Booth, John H. Lathrop, Jr., and Charles T. Wakeley as members. The faculty for the first university year consisted of John H. Lathrop, LL. D., chancellor and professor of ethics, civil polity, and political economy; John W. Sterling, A. M., professor of mathematics, natural philosophy, and astronomy; and O. M. Conover, A. M., tutor—the last mentioned having been employed only during a portion of the second term. For the second university year terminating July 28, 1852, the faculty was unchanged. It was the same for the third university year commencing September 14, 1852, and ending on the twenty-seventh of July, 1853, with the addition of O. M. Conover as professor of ancient languages and literature, while the place of the latter as tutor was filled by Stephen H. Carpenter, A. B. This year began with the organization of a junior class (in addition to the two

classes previously formed), with three members—Levi M. Booth, Charles T. Wakeley, and John H. Lathrop, Jr., the last mentioned leaving before the close of the last term.

The legislature of Wisconsin having confirmed the action of the regents in the selection of a site for the University early in February, 1849, the board soon thereafter proceeded not only to perfect their title to the Vanderpool tract but to make some additional purchases. Since that time, portions have been sold off while other parcels have been bought, until now the grounds immediately connected with the institution constitute nearly a square plat having streets and an avenue of the city bounding it on the east and south, and on a part of the west side; while the entire north shore is washed by Lake Mendota, the largest of the lakes which add so much to the beauty of Madison and its vicinity.\*

In the second annual report of the regents to the legislature, made on the sixteenth of January, 1850, they asked of that body authority to borrow from the principal of the school fund, the sum of twenty-five thousand dollars to enable them to proceed to the erection of needful structures for the university. The policy of the proposed loan was placed in a strong light by the governor of the state—Nelson Dewey—in his annual message in January of that year. The result was the passage of an act approved February 9, following, authorizing the commissioners of school and university lands to loan to the institution an amount not exceeding the sum asked for by the regents, to be applied to the construction of university buildings, to the payment of liabilities incurred in the purchase of lands for the institution, and to such other purposes as might

\*These grounds include the site of all the buildings except the president's house and the observatory; but the University farm, of which mention will hereafter be made, and upon which the two structures last mentioned are erected, lies to the westward. To be more specific, the University grounds may be described as bounded on the north by Lake Mendota, on the east by Park street, on the south by University avenue, and on the west by Mary street and an imaginary line continuing that street north, to the lake aforesaid.

be necessary to the advancement of the interest of the University.

The recommendation of the regents for a temporary structure estimated to cost three thousand five hundred dollars to be used ultimately by the department of the theory and practice of elementary instruction, which had been approved by the legislature, was not carried into effect by the board. In lieu thereof at a meeting of the regents on the fifteenth of January, 1850, a general plan and estimates for university buildings and other improvements of the site, to cost nearly seventy thousand dollars, were adopted, subject to the approval of the legislature. The plan for the buildings included a main edifice fronting the capitol in the city, to contain rooms for recitations, lectures, and for other purposes, also two dwelling houses for officers of the institution, and four dormitory buildings. The legislature having by the act approved February 9, 1850, virtually ratified the action of the regents as to the buildings to be erected for the University, and furnished means sufficient for present use, the board proceeded to contract for one—that now known as the north dormitory, which was so nearly finished on the first day of the second university year—September 17, 1851,—that it was opened for occupation by the students. This day is still remembered as the time when the school “moved on the hill.” The building; however, was not actually completed and accepted by the regents until the eleventh of October thereafter. The entire cost of the structure was about nineteen thousand dollars. In an architectural point of view, the building does not present many attractive features.

The board of regents made their second annual report to the legislature on the sixteenth of January, 1850; but, by an act approved the twenty-fourth of that month relative to annual reports of state officers and others, it was made the duty of the regents instead of reporting thereafter to the legislature, to send their communications to the governor; hence, it was, that the third annual report of the board—January 1, 1857—was made to the chief executive of the state.

The subject of founding a library for the University early occupied the attention of the regents; but, from lack of means, no direct action was taken until 1850, when a proposition was made to connect, temporarily, any collection of books that might be made, with that of the cabinet; and at a special meeting of the board on the twenty-fifth of July, of that year, the appointment of librarian was tendered to H. A. Tenney, who had through the year previous continued to act in the capacity of curator of the cabinet. By the commencement of the year 1851, nearly eight hundred volumes had been obtained—the beginning of the present valuable library of the institution. The name of United States senator, Henry Dodge, must be mentioned in this connection, as among the first who made a generous donation of books.

On the thirtieth of October, 1850, Cyrus Woodman having resigned his office of regent, E. B. Wolcott was appointed by the governor to fill the vacancy. On the twenty-sixth of February, 1851, the legislature elected in place of regents Collins, Clark, and Rountree,—Alonzo Wing, Godfrey Aigner, and James D. Ruggles; at the same time regent Smith, who had previously been appointed by the governor, was elected for a full term. Henry Bryan having afterward resigned, John H. Rountree, a former regent, was appointed by the governor to fill his place, on the fourteenth of March, 1851; so that the board was then constituted as follows: regents Root, Mills, Rountree and King, for two years; Dean, Wolcott, Barber, and Bannister, for four years; Smith, Wing, Aigner, and Ruggles, for six years. The names of these gentlemen, together with the chancellor's, were, therefore, appended to the fourth annual report of the board, made to the governor for the year ending December 31, 1851. In this communication the regents say that, "in the discharge of the duties of the trust committed to their administration and supervision during the year 1851, the board have seen no reason to vary their views, as expressed in their previous reports to the legislature, relative to the plan of building, or the general organization of the insti-



tution. The collegiate department [that of science, literature, and the arts], with its buildings, its faculty, its library, apparatus, and collections in natural science, and all the subordinate arrangements essential to a liberal under-graduate course of study, constitute the central idea of the University, and the leading object of the trust."

Up to the close of the year 1851, the finances of the University present some features of historical interest. University lands had been sold to the amount of about twenty-five thousand dollars, the interest of which was set apart to meet the interest on the loan of the same amount made from the school fund. The property of the institution consisted of the site then containing fifty acres, the north dormitory, the foundation of the south dormitory which had already been laid, and the unsold University lands. Debts due the board, and its property in city lots, were reckoned sufficient to extinguish all the private indebtedness of the institution. The whole revenue available to meet current expenses was, therefore, at that date, derived from tuition fees and room rents. The number of students in attendance was forty-four.

Much of the time and attention of the faculty was occupied in fitting the students for admission into the University classes. "This provision for preparatory instruction in the University," said the chancellor, "must be continued until the academic or union schools, one in each township, embraced in the plan of public instruction for the state, shall be put into successful operation." "The sophomore and freshman classes already formed," continues the chancellor, "several classes of preparatory students, together with those who are now pursuing select portions of the course, furnish full occupation for the faculty, now [close of 1851] consisting of the chancellor, the professor of mathematics, and a tutor."

While the act of congress of June 12, 1838, donating to the territory of Wisconsin for the use of the University, two townships of land, authorized the secretary of the treasury of the United States to "set apart and reserve from sale" this gift

of forty-six thousand and eighty acres; yet it was manifestly the intention of the law-makers that these lands should be first selected by competent persons appointed by the legislature of the territory; and when so selected a description of them should be sent the secretary of the treasury, to the end that they might be reserved from sale at the different land offices. Hence it was that by a joint resolution of February 11, 1840, the legislature of the territory authorized the governor to appoint one competent person in each land district—that of Milwaukee, Green Bay, and Wisconsin (Mineral Point), then constituting the three in the territory—to locate a portion, not exceeding two-thirds of these lands. These persons were to report to the governor the result of their labors. The executive was directed to request the secretary of the treasury of the United States to reserve from sale the lands so located. During the year 1840, the commissioners performed their duties—selecting in the three districts a fraction over thirty thousand seven hundred and forty-eight acres; but the amount set apart in the Mineral Point land district, although twice selected was, in the end, not approved by the secretary of the treasury. The whole number of acres in the other two districts withheld from sale or entry because of their having been so selected, was a fraction over twenty thousand four hundred and ninety-seven, leaving yet to be set apart as late as the third of February, 1846, a fraction over twenty-five thousand five hundred and eighty-two acres,—when, under authority of an act approved that day, provisions were made for selecting the residue of the seventy-two sections; which labor was afterward accomplished and approved by the secretary of the treasury of the United States. But selecting University lands proved an easy task compared with their appraisal and sale. These perplexities were reserved for Wisconsin after becoming a state.

As the lands granted to the state were “for the use and support of an university” and “for no other use or purpose whatever,” it was the plain import of the law that they were not given to become the property of the territory of Wisconsin,

and afterward of the state, absolutely, but only in trust and for a specific object; for it would evidently be within the power of congress even after such lands were set apart as university lands and appraised, if they were being sold and the proceeds thereof diverted to other purposes, to revoke the gift. And again. The lands donated were not "for" a university unqualifiedly, but for the "support" of one; not for *creating* but for *endowing* it; and the framers of the state constitution evidently so construed the gift; for that instrument declares (Art. 10, Sec. 6), that "the proceeds of all lands that have been or may hereafter be granted by the United States to the state for the support of a university, shall be and remain a perpetual fund, to be called the 'university fund,' the interest of which shall be appropriated to the support of the state university." Manifestly, then, the legislature, in authorizing the regents, in the organic act, to expend such portion of the income of the University fund as they might deem expedient for the erection of suitable buildings and for other purposes, was not acting up to either the letter or spirit of the constitution. As trustee of the university lands, the state would, it is true, properly become the trustee of the fund arising from their sale, but, rightfully, only to use it for the purpose intended by the general government, in making the gift. The proper action of the legislature would have been to pass a law appropriating a sufficient amount to purchase a site for the University, and to erect appropriate buildings thereon; in short, to *create* the institution; and then, as trustee, to make as effective as possible its *endowment*. How for many years the state abused its trusteeship but in the end, happily, began a fair restitution "as a final and satisfactory adjustment of the principal questions relating to such trust," will hereafter be shown.

An act providing for the appraisal and subdivision of university lands approved August 12, 1848, authorized the appointment of three persons in each county as appraisers. It was their duty under instructions from the secretary of state to describe the quality and general advantages of the different

tracts, and to appraise them at a fair valuation, without reference to any improvements made thereon, but giving due consideration to other circumstances enhancing their value. Improvements were to be made a matter of separate appraisal. Under this law there was soon appraised sixty-three sections, at an average value of two dollars and seventy-eight cents an acre, ranging from one dollar and thirteen cents in Green county to seven dollars and six cents in Washington county. But the appraisers were confronted with difficulties which the act contemplated would be met with by them—claims under the pre-emption law; for it had been provided that they should return a particular description of all improvements made by any occupant or claimant “with an estimate of the value of such improvements; the name of the person or persons claiming the same, and the circumstances under which they were made.” Following this was the revised statutes of 1849 (pp. 210–226) as to the sale and superintendence of these lands, as to the investment of the funds arising therefrom, and as to the powers and duties of commissioners thereof; the object of the appraisement having been to enable the legislature to fix the lowest price at which they were to be disposed of.

At the annual meeting of the regents in June, 1871, John H. Twombly, D. D., was elected to the presidency of the University, being called, at the same time, to fill the chair of mental and moral philosophy. Dr. Twombly severed his connection with the institution by resigning, on the twentieth of January, 1874. He was born in Rochester, New Hampshire, his boyhood and youth being passed, at the home of his father, in agricultural labor, and in attending the public schools. Subsequently, he spent about three years as carpenter and builder. In the year 1836, he entered the classical school at Newbury, Vermont, to prepare for college. His freshman year was spent at Dartmouth college, New Hampshire, and, in 1840, he was honorably dismissed. He went thence to the Wesleyan university at Middletown, Connecticut, where he graduated in 1843. In the previous winter, he taught in Amenia semi-

inary, Amenia, New York; and after leaving the university, he was engaged as teacher for three years in the Wesleyan academy at Wilbraham, Massachusetts. In 1844, he joined the New England conference of the Methodist Episcopal church, but that year and the following one, he was assigned as teacher in the academy just mentioned. In November, 1844, he was married to Miss Betsey Dow, daughter of Rev. J. G. Dow, of Montpelier, Vermont. In 1846, he entered actively into the work of the ministry, holding the pastoral relation till 1866. During these years he had charge, most of the time, of large congregations in the chief cities of Massachusetts.

Immediately after it was known that Dr. Twombly had resigned his position as president of the University of Wisconsin, he was offered the pastorate of an influential church in Columbus, Ohio, and an unanimous call was extended to him by the Westfield (Massachusetts) church, one of the strongest Methodist churches in New England, and of which he had been pastor in the early days of his ministry. He accepted the last mentioned invitation. In 1877, he was appointed pastor of a church in Springfield, Massachusetts, and his continuance in that relation was unanimously desired by the society, but having an urgent call from the Broadway Methodist church, of Boston, he accepted, and is now in his fifth pastorate in that city.

In 1855, Dr. Twombly was chaplain of the Massachusetts house of representatives. From 1857 to 1871, he was, with the exception of two years, secretary of the New England Education Society. In 1860, and in 1864, he was a delegate to the general conference of the Methodist Episcopal church. In 1868, and in the year following, he was one of the directors of the American institute. He took an active, and in some respects, a leading part, in the year 1868 and 1869, in establishing the Boston university. He was chairman of the committee to obtain the charter for that institution; has been a member of its board of trustees since its organization; and is now chairman of the standing committee on the college of liberal arts.

Dr. Twombly, during most of the time from his leaving the Wesleyan academy till he accepted the presidency of the University of Wisconsin, was connected with public schools or prominent educational institutions, and in that period received numerous calls to honorable educational positions. He was a member of the school boards of the cities of Worcester, Lynn, and Chelsea, and president of the last mentioned. From 1866 to 1870, he was superintendent of the public schools in the city of Charlestown; and, from 1855 to 1867, a member of the board of overseers of Harvard college. He was officially called to the principalship of the East Greenwich academy, in Rhode Island; to the principalship of the New Hampshire conference seminary, Northfield, New Hampshire; to the chair of mathematics in the Northwestern university, at Evanston, Illinois; and to the presidency of Cornell college, Iowa. All these he declined.

In March, 1874, while on his way from Madison, Wisconsin, to the eastern states, Dr. Twombly visited Knoxville, Tennessee, by request of gentlemen of that city, and was unanimously elected to the presidency of the Knoxville university, an institution designed to embrace the university at Athens, Tennessee, and several preparatory schools; but this offer was also declined. In 1846, he received from his *alma mater* the degree of master of arts, and, in 1871, that of doctor of divinity.

Dr. Twombly has made free use of his pen, as a preacher, almost invariably writing his sermons. He has written lectures, educational reports, and some for newspapers, but has published no books. In 1858-9, the Young Men's Christian Association of Boston requested the leading clergymen of the different denominations to deliver sermons on the young men of the Bible. From one of these published discourses, by Dr. Twombly, on Timothy, the following is selected as indicative of his style: "The veil which hides from our view much of the career of the chief of the apostles, largely conceals the active life of Timothy. But, as at night the parting clouds reveal

the beauties of the star-lit heavens, so occasionally this veil is turned aside from the life of Timothy, and we catch a glance at its loveliness and beauty. There it stands symmetrical, peerless. His character we shall not attempt to portray in the individual deeds he performed; but in the principles and aspirations he cherished; for true greatness must be sought in the *principles* and *purposes* of a man rather than in the acts of his public life. Circumstances have elevated pigmies to thrones and shrowded in obscurity men capable of the deepest philosophical research, or the loftiest flights of the muse."

In a brief address, in 1872, on the "Value of Mind Power," Dr. Twombly says: "In accurate and vigorous thinking, developed in action by stern will, we find the essentials of true growth. If we trace out the progress of society, we shall find that every advance has been the result of earnest, logical thinking. For centuries mental stupor prevails, intellect seems paralyzed;—at length a grand idea bursts upon the mind of a thoughtful man; it flings him out among the stars to solve the problem of the universe; and humanity is lifted to a higher plane of intellectual life. \* \* \* \* \*

"Every industry is based upon a science, and did the farmer who delves in his fields understand the science of the soils and the principles of his vocation, as well as the geologist understands the principles of his favorite study, the farmer and the scientist would work with equal honor. The only means of protecting labor is to educate the laborer. Leave the *man* uncultivated, and tariffs and laws discriminating against capital are of no avail.

\* \* \* \* \* "Give to our youth good morals and the power of earnest thought, then our political institutions will be perpetuated, our great industries will be honored and promoted, our seminaries of learning will be fountains of life to the nation, and the glorious banner which proudly floats above us to-day, and which has been so recently baptized with the blood of your sons and your brothers, will wave in triumph through the centuries."

In an address delivered the twenty-fifth of September 1853, on the Wisconsin state fair grounds, upon the subject of mechanical and manufacturing industries, are these stirring declarations:—

“The grievances now calling forth the murmurings of the people, are many in form, yet essentially one in origin. By monopoly, industry is everywhere robbed of its just reward. This relentless tyrant, through various organizations, created ostensibly for the public good, exercises legislative functions, systematically levies unjust taxes upon the products of labor, and by vile combinations, commits general robbery in the name of commerce. A grasp like that of steel is upon every industry, and every toiler from the distant east to the golden gates of the west, pays tax to the greedy monster. \* \* \*

“I do not assert, nor do I believe, that all, or a majority of the evils of which laborers now complain come from the injustice and oppression of the men of wealth. The mammoth monopolies of our age are made possible only through the supineness of the majority of our laborers. In an hour when questions of profound interest excite the public mind, and a war of classes is threatened, men should endeavor to comprehend the whole field of controversy, and hasten to adopt measures which, while they directly check aggression, shall lift the burdened party to such a position of power as to remove the liability to oppression.”



## UNIVERSITY OF WISCONSIN.

### CHAPTER VI.

RE-APPRAISAL OF THE UNIVERSITY LANDS—ADDITIONAL GRANT OF SEVENTY-TWO SECTIONS—FOURTH, FIFTH, AND SIXTH UNIVERSITY YEARS—COL. W. R. PEASE—PROF. JOHN B. FUCHS—PROF. AUGUSTE KURSTEINER—PROF. ADDISON E. VERRILL—COL. WALTER S. FRANKLIN—JUDGE BYRON PAINE—HARLOW S. ORTON, LL. D.

By the revised statutes of Wisconsin of 1849, the superintendence of the university lands was given to the secretary of state, treasurer of state, and attorney general, who were constituted commissioners to sell the same and invest the funds arising therefrom in such manner as the legislature might direct. They were also given power to invest all other university funds. The minimum price of the lands was declared to be the appraised value thereof, including the appraised value of the improvements thereon, and also the expense of appraising and subdividing the same. There was secured, under certain conditions, to all persons having preempted university lands, the right to purchase the same at their appraised value. The net proceeds of the sales of all lands, it was declared, which had been or might be granted to the state for the support of a university, should be and remain a separate and perpetual fund, the interest of which should be appropriated to the establishment and support of the University.

The lowest price at which the university lands could be sold, was changed from the appraised value to ten dollars an acre by an act of the legislature, approved February 9, 1850; but a law of the next year (approved March 17, 1851,) fixed the

minimum price at seven dollars an acre, at the same time authorizing any person occupying any of the lands to prove up his or her preemption, and purchase the same in accordance with the provisions of the revised statutes of 1849. And it was made the duty of the land commissioners to remit to all persons who had previously purchased any of the university lands by preemption the excess paid by them over the appraised value of such lands. The effect of this legislation was to secure university lands to preemptors at their appraised value, which was, on an average, far below the minimum price as fixed by the law of 1850 or even that of 1851. Immigration was thus encouraged, but at the expense of the vital interests of the University.

But the reduction did not stop here. An act of the legislature, approved April 29, 1852, provided for the re-appraisal of the university lands and for the appointment by the governor of a commissioner to do the work, whose duty it was to make full examination of all sections and parts of sections of the lands remaining unsold at the date of his appointment, and to appraise the same at a fair valuation, which appraisal was not to be less than three dollars an acre for any tract.

By the act of congress to enable the people of Wisconsin territory to form a constitution and state government, and for the admission of the state into the union, approved August 6, 1846, there were granted to Wisconsin twelve salt springs, with six sections of land adjoining to each—in all seventy-two sections. The legislature of the state asked of the United States, on the twenty-ninth of January, 1851, in lieu of this, an equal number of sections, to be selected from any land within the state, the whole to be given to the University, thus duplicating the first donation for the same purpose. Congress, by a law approved December 15, 1854, responded favorably to this request, donating to the University "for the benefit and in aid of" the institution, "and for no other purpose whatever, seventy-two sections of land." This grant was secured mainly through the energetic efforts of Simeon Mills, of Madison, who had pre-

viously been appointed a commissioner to locate all unselected university lands, and also, in anticipation, the saline lands for the institution. By this second benefaction of the general government, the ill effects of cheapening the lands were in a measure counteracted. The additional seventy-two sections thus acquired by Wisconsin were located in the counties of Pierce, Portage, and Kewaunee.

On the twenty-first day of September, 1853, began the fourth university year of the institution. It ended with four regular, organized classes—a senior class having been formed with Levi M. Booth and Charles T. Wakeley as members—on the twenty-sixth of July, 1854. On that day was celebrated the first commencement of the University of Wisconsin,—the senior class graduating, and its two members receiving the degree of bachelor of arts. The election by the board of regents in February, 1854, of S. P. Lathrop to the chair of chemistry and natural history added one more member to the faculty, now numbering four professorships. The division of the university year was changed from two terms of twenty weeks each, to three terms of thirteen weeks each. The regents also adopted a corporate seal with the device an up-turned eye and a beam of light from above. Motto: *Numen Lumen*. Legend: *Universitatis Wisconsinensis Sigillum*. At the close of this university year, there were in attendance forty-seven students, all of whom, with two exceptions, were residents of Wisconsin.

The fifth university year commenced on the twentieth of September, 1854, without any senior class; hence, at its close, on the twenty-fourth of July, 1855, there were no graduations—no commencement exercises, strictly speaking. Although, in 1854, at the September meeting of the board of regents, Daniel Read was chosen professor of mental philosophy, logic, rhetoric, and English literature, yet, as his term of office was not to commence for a considerable time, his services were not rendered available until 1856. There was employed, however, during this university year, John P. Fuchs, M. D., as

teacher in the German and French languages. This was a temporary arrangement, to be continued only until the chair of modern languages and literature should be permanently filled, Dr. Fuchs to be a candidate for that professorship whenever the board of regents should proceed to an election. A vacancy in the tutorship having occurred by the resignation of S. H. Carpenter, in July, 1854, Augustus L. Smith was elected to that position, his term of service having commenced with the beginning of the fifth university year.

During its session of 1854, the legislature offered the regents of the University, a loan of fifteen thousand dollars from the principal of the university fund, for building purposes, which was accepted by the board, and the erection of a second university building—the south dormitory—was commenced upon the university grounds, a short distance south of the north dormitory. Although the contract was let at eighteen thousand dollars, yet the entire cost of the building was a little over twenty thousand. It was completed and accepted, in June, 1855, and was occupied for the first time in September following; that is to say, at the commencement of the sixth university year. This building, like its counterpart, the north dormitory, presents no very attractive features in respect to its architecture. Professor Sterling, in connection with the chancellor, was empowered to make the necessary arrangements for the occupation of the south end of the building for residence and boarding. He and his family were entitled to their board and rooms without charge, in return for personal superintendence and conduct of the boarding establishment. The other college officers resident in the building, in consideration of a release of rent, were to pay for themselves and families at the rate of three dollars per week for each member over five years of age, and half that sum for board of each servant. The residue of expenses for material and for market and kitchen service was to be charged to the students who boarded with them in the hall; but the charge to them was not to exceed two dollars per week.

The sixth university year, commencing the nineteenth of September, 1855, with Samuel S. Benedict, James M. Flower, Sidney Foote, and Burgess C. Slaughter, as members of the senior class, ended the twenty-third of July, 1856, with their graduation, and the reception by them of the degree of bachelor of arts. Dr. John B. Fuchs having been elected to the chair of modern languages and literature, entered upon his duties at the beginning of this university year; but the chair of chemistry and natural history, made vacant by the death of Prof. Lathrop, in December, 1854, was not filled by Ezra S. Carr, M. D., his successor, for some time, both he and Dr. Read, professors elect, not being inaugurated until the sixteenth of January, 1856. The faculty of the University, at the close of the sixth university year, consisted, therefore, of seven professors and one tutor: John H. Lathrop, LL. D., chancellor, and professor of ethics, civil polity, and political economy; Daniel Read, LL. D., professor of mental philosophy, logic, rhetoric, and English literature; John W. Sterling, A. M., professor of mathematics, natural philosophy, and astronomy; Ezra S. Carr, M. D., professor of chemistry and natural history; O. M. Conover, A. M., professor of ancient languages and literature; John P. Fuchs, M. D., professor of modern languages and literature; and Augustus L. Smith, tutor.

Colonel W. R. Pease, of the army of the United States, was the first of the military professors appointed to a chair in the University. He was born July 8, 1831, in Utica, New York, and was a cadet of the United States military academy of West Point from July 1, 1851, to July 1, 1855, when he was graduated and promoted in the army to brevet second lieutenant of infantry, serving, in that capacity, in the seventh regiment. He was on duty at Fort Crawford, Wisconsin, and at Fort Smith, Arkansas, in the years 1856 and 1857, and in the Utah expedition in 1858 and 1859. He was afterward promoted to first lieutenant in the same regiment, and, on the ninth of June, 1861, received a captain's commission. His services during the rebellion were varied. He was mustering officer at

Cincinnati; was mustering and disbursing officer of central New York, headquarters at Utica; and as colonel, he commanded the one hundred and seventeenth regiment of New York volunteers. He also commanded the third brigade in defense of Washington, and was in the second Bull Run battle. He commanded a brigade at the siege of Suffolk, Virginia, and was engaged in the several battles at that place in April and May, 1863. He was breveted a major in the United States army, on the first of May of that year, for gallant and meritorious conduct at the siege just mentioned.

Major Pease retired from active service on the twenty-eighth of August, 1863, for "disability resulting from long and faithful service, and disease contracted in the line of duty." He was chief mustering and disbursing officer for Connecticut and Rhode Island in the years 1864 and 1865, and in the next two years, for the state of New York. He was breveted a brigadier general of volunteers for gallant and meritorious services during the rebellion; also, on the ninth of November, 1865, was breveted a lieutenant-colonel in the United States army.

In January, 1868, Colonel Pease was detailed by an order of the war department as professor of military science and tactics at the University of Wisconsin. He reported for duty at once, to President Chadbourne, and immediately took charge of the department of "engineering and military tactics;" the department of civil engineering having, before that time, been formed, and instruction therein being now assigned him. The students were organized into a battalion of four companies, properly officered and uniformed, and regularly instructed in practical and theoretical military science. Colonel Pease continued in charge until the nineteenth of March, 1869, when, by reason of disease contracted in the service during the war, he was, at his own request, relieved from duty at the University. He then returned to his home in Brooklyn, New York, where he now resides.

In 1870, Colonel Pease was invited to the chair of philosophy and military science in the Louisiana state university; in

1871, he was tendered the professorship of civil engineering and military science in the Western university of Pennsylvania; and in the same year was invited to the chair of mathematics in the Pennsylvania military academy; all of which appointments he was compelled to decline on account of impaired health.

The selection of John P. Fuchs, M. D., as special instructor in the German and French languages, by the regents, in 1854, followed by his appointment to the chair of modern languages and literature, in 1855, resulted in his having but a brief connection with the institution, at that period, as he resigned his professorship the next year, to locate in Milwaukee, where he published and edited a newspaper during the Fremont campaign. However, upon the resignation of Prof. Pickard of the chair previously occupied by himself, he was again called to that office. This was in 1861. He discharged the duties of the position until the autumn of 1867, when his chair was abolished.

Dr. Fuchs was born in Paramaribo, Surinam (Dutch Guiana), in 1823. His father was a German from the Rhine provinces of Prussia. The son left South America in 1831, for Holland, where he went to school. At the age of sixteen, he entered the Friedrich Wilhelm gymnasium at Cologne; but soon returned to Holland, to attend lectures at the university of Leyden. He afterward studied at the universities of Bohn, Heidelberg, and Berlin. At the age of twenty-five, he was able to pass government examination, and was awarded the title of doctor of medicine. He then went to Paris and practised in the public hospitals, paying especial attention to surgery.

In 1849, Dr. Fuchs visited the United States, but soon returned to Europe, where he married, coming again to this country in 1851, to stay permanently. He lived first in Philadelphia. He emigrated to Wisconsin in 1854, when he became a resident of Madison and soon commenced instruction in the University. After leaving the institution in 1867, he returned to Milwaukee, to teach in the high school of that

city. He afterward moved to Chicago and engaged in the practice of his profession, where he died on the sixteenth or November, 1876. Dr. Fuchs was a close student, and skillful as a physician and surgeon. He wrote for numerous domestic and foreign periodicals.

The resignation, in 1855, of Prof. Fuchs left vacant the chair of modern languages and literature in the University, which was filled the next year by the election of Auguste Kursteiner, J. U. C. Prof. Kursteiner continued to occupy the chair until 1858, when in July of that year, by an ordinance taking effect on the fourth Wednesday of September following, the regents declared all schools or chairs of instruction abolished and all appointments to the same null and void. Upon the "reconstruction" of the University, under this ordinance, Prof. J. C. Pickard was elected to the place previously occupied by Prof. Kursteiner.

In August, 1868, the regents of the University elected Addison Emery Verrill, A. M., to the chair of comparative anatomy and entomology, his instruction to be given by lectures. He continued a non-resident professor of the institution until June, 1870, when he resigned. He was born at Greenwood, Maine, the ninth of February, 1839, and was educated at the Lawrence scientific school, Harvard university. Since 1864, he has been professor of zoology in Yale College, and is a member of numerous scientific societies. He has published largely upon zoology in American scientific periodicals. Prof. Verrill has been one of the associate editors of the *American Journal of Science and Arts* (Silliman's) since March, 1869. Among scientists of the United States, he occupies a prominent position. His residence is New Haven, Connecticut.

The board of regents, at their January meeting, 1857, created by ordinance, a department of theoretic and practical engineering, but deferred for a time the election of a professor to the chair thus established. Instruction was subsequently given by Thomas D. Coryell in that department—con-



tinued by him until the beginning of the civil war, when it was laid aside. However, the taking charge by Colonel W. R. Pease, in 1868, of that department so long vacant, but then known as that of "engineering and military tactics," resulted in its complete organization. In 1869, the regents changed the chair to that of "military science and civil engineering,"—Colonel Walter S. Franklin, S. B., being appointed to fill the position. He continued in that office one year when he resigned. Subsequently, "mechanical engineering" was added to the department.

Upon the organization of the law department of the University, in 1868, Byron Paine, one of the judges of the supreme court of Wisconsin, consented to accept a professorship in that department, and to lecture therein gratuitously, when his other duties would permit. He lectured upon practice. He was born at Painesville, Ohio, October 10, 1827. He first attended the common schools in his native village, becoming afterward a pupil of the Painesville academy, where he graduated with distinction. He then read law with his father, James H. Paine, who, in November, 1847, settled in Milwaukee. About this period, the son commenced the study of German, pursuing it until he could read the language fluently, and speak it readily. He was admitted to the Milwaukee bar in 1849; and, on the twentieth of June, 1854, to the bar of the supreme court of the State. He was industrious in his profession, and soon became an able and powerful advocate.

In 1853, he acted as Madison reporter of the *Milwaukee Free Democrat*. On the nineteenth of May, 1854, he made an argument before the supreme court of the state in the celebrated Booth case, involving the appellate jurisdiction from state to United States courts, and the constitutionality of the fugitive slave law. His effort was directed against the validity of the enactment. This placed him at once in the front rank of the leading lawyers of Wisconsin, and gave him a wide reputation. He received congratulations from eminent men in various parts of the country. It was, indeed, the foundation

of his legal reputation. It was regarded not only as one of the ablest efforts of his life, but one of the best arguments ever made on that side of the question. On the seventh of October, 1854, he married Miss Clarissa R. Wyman, of his native place. He addressed the young men of Waukesha college at the commencement, 1855, of that institution; and, in the fall following, canvassed a part of the state; speaking on the republican side, during that contest. In January, 1856, he was elected chief clerk of the Wisconsin senate. On the tenth of November following, he was appointed county judge of Milwaukee county, and was elected to the same office in April following. This was a very strong evidence of the high esteem in which he was held by the people. He retained the position until June 21, 1859, when he was called to the office of associate justice of the supreme court of Wisconsin, being elected the April previous, as the successor of Justice A. D. Smith. As it was a question when the term of the latter ended, whether on the thirty-first day of May, 1859, or on the first Monday in January, 1860, he went through with the formality of resigning his office, and the governor appointed Judge Paine as his successor on the twentieth of June.

Judge Paine held his position on the bench of the supreme court until the fifteenth of November, 1864,—he having resigned on the tenth of August previous to take effect on that day, to enter the army. He enlisted in the forty-third regiment, Wisconsin volunteer infantry, and was appointed lieutenant-colonel. His post was in Tennessee, where he remained until May, 1865, when the death of an only and much-loved brother called him home. On returning to civil life, Judge Paine again entered on the practice of his profession in Milwaukee. This he continued until re-appointed, on the sixteenth of August, 1867, to the supreme court of the state, to succeed Justice Downer, resigned. In April, 1868, he was elected to fill the term expiring June 1, 1871; holding the office until his death, January 13, of that year. During his practice at the bar, he was associated with his father and

brother, and for a time with Halbert E. Paine. While on the bench, he worked hard, and justified the most sanguine expectations of his friends. His published opinions show patient and careful examination; laborious research and investigation; a proper deference to authorities; just discrimination of adjudged cases; a clear and firm grasp of sound principle. His mind, in a legal way, was critical, but not revolutionary. He laid no violent hand upon the long established systems of equity and common-law jurisprudence. Many of his decisions might be cited as fine specimens of judicial reasoning and clear, persuasive argument. He was liberal in his views; and, as a citizen, humane and benevolent, frank and open-hearted. He had, in private life, a large circle of friends. He continued his law-lectures in the University with general acceptance, until stricken down by the disease which terminated his useful career. In 1869, the University conferred upon him the degree of doctor of laws.

The regents elected Harlow S. Orton, LL. D., dean of the law faculty and professor of law, in 1869. He lectured upon various subjects:—personal property; partnership; corporations; contracts of sale; the law merchant; insurance; fixtures; the law of real estate; uses; trusts; and wills. The chair occupied by him was ably filled. He resigned his position in the University, in 1872. He is now one of the associate justices of the supreme court of Wisconsin.\*

\*Although the names of Luther S. Dixon, LL. D., and E. G. Ryan, LL. D., chief justices of the supreme court of Wisconsin, appear upon the catalogues of the University as professors of law, the former from 1868 to 1874, the latter from 1874 to 1876, yet these gentlemen were not, in fact, officers of the institution, they having taken no part in instruction therein during those years.

## SKETCHES OF THE

### CHAPTER VII.

SEVENTH AND EIGHTH UNIVERSITY YEARS—NORMAL AND AGRICULTURAL DEPARTMENTS CREATED—ATTEMPTS TO ORGANIZE MEDICAL AND LEGAL DEPARTMENTS—ORGANIZATION OF THE ATHENÆAN LITERARY SOCIETY—DARK DAYS OF THE UNIVERSITY—PROF. J. W. STERLING.

The beginning of the seventh university year was on the seventeenth of September, 1856; its ending, the twenty-second of July, 1857. The graduating class consisted of Sinclair Walker Botkin, Thomas Deboice Coryell, Charles Fairchild, William Greene Jenckes, and John Francis Smith. On the first day of August, 1856, Augustus L. Smith resigned his tutorship, and Madison Evans, A. B., of Indiana university, was appointed to fill the position. Auguste Kursteiner, professor of modern languages and literature, although elected the previous year to fill the chair made vacant by the resignation of Prof. Fuchs, did not arrive and commence the duties of his office until the fifteenth of April, 1857. Madison Evans, having resigned the position of tutor at the end of this university year, was succeeded by one of those just graduating—J. F. Smith. The whole number of students in the institution for the year, was one hundred and seventy-four, of whom one hundred and forty-four were residents of Wisconsin, while thirty were from other states and territories.

The eighth university year began on the sixteenth of September, 1857, and ended on the fourth Wednesday of July, 1858. The graduates were Richard Walter Hubbell, John William Slaughter, and William Freeman Vilas. During this

time no changes were made in the faculty. As the catalogue for this university year included also a portion of the subsequent one, the list of the professors contained only the names of those in office at the commencement of the latter year, Prof. James D. Butler having, by that time, taken the position occupied previously by Prof. Conover, and Prof. Joseph C. Pickard that occupied just before by Prof. Kursteiner; with the addition, also, of two instructors—Thomas D. Coryell, A. B., in mathematics, practical surveying, and engineering, and David H. Tullis, in book-keeping and commercial calculations.

Two new departments were created by the board of regents in the year 1855,—one known as the normal department with a professor of the theory and practice of teaching, another styled the agricultural department with a professor of agricultural chemistry and the application of science to the arts. Prof. Read was elected to the chair of the first department; Prof. Carr, to that of the second; but no instruction was given in these departments until the next year; hence, the catalogue for the sixth university year, for the first time names these two professorships, in addition to those previously enumerated.

The first term in the normal department continued from the sixteenth of April to the twenty-third of July, 1856, with Geo. W. Ashmore, Samuel S. Benedict, Samuel C. Chandler, John A. Chandler, Leander M. Comins, H. L. Delano, Samuel Fellows, John Ford, F. J. Harrington, E. Judkins, C. W. Leavens, Edwin Marsh, J. W. Slaughter, John E. Sutton, W. F. Vilas, S. Vining, O. Williams, and C. Zimmerman in attendance—eighteen in all. Among the subjects lectured upon by Prof. Read were: education—what is it? physical education; intellectual education; moral education; æsthetical education; an examination of the powers of the mind as to communicating and receiving knowledge; who does the work of education? the office of the teacher, and the importance of making teaching a distinct profession; the school house and its proper furniture and appointments; school polity and discipline; incentives to study; mode of hearing recitations; punishments;

premiums; graded schools; school libraries; proper methods of teaching different subjects; what the state can do; and school laws of Wisconsin. The class in attendance on the second annual course of lectures in this department, in 1857, numbered twenty-eight. The next year, these lectures were attended, as to part of the course, by a majority of the students of the University.

The class in the agricultural department was organized simultaneously with the teachers' class, April 16, 1856, and continued through the summer term of the University, that the members in the normal department might avail themselves of the instructions given by Prof. Carr, on agricultural chemistry and the applications of science to the arts. The regents had previously made provisions for a working laboratory, furnished with the requisite apparatus and materials. Students in the agricultural class were directed in the experimental study of the facts and laws of natural science, and in the analysis of soils and of animal and vegetable products. The results of the analytical course were applied to the doctrine of specific fertilizers and the processes of agriculture. The next year, instructions commenced with, and continued through, the winter term of the University, in this department. The arrangement was the same for the eighth university year (1857-1858),—the course of lectures by Prof. Carr being delivered during the winter term.

By the act organizing the University, which became a law July 26, 1848, it was declared that the institution should consist of four departments,—one of which was a department of medicine. To declare that it *should be* was one thing; *being* was quite another. As early as 1849, the chancellor of the University addressed a communication to the medical society of the state, inviting suggestions relative to the most suitable plan for organizing this department. "In accordance with the obvious intent of the charter [organic law]," said the regents, in their second report, "such a department will in due time be opened." Again, in their third annual

report, they say: "The organization of a medical faculty as a department of the University, is under advisement." But in their fourth report they declare that "no steps have yet been taken toward the organization of the faculty of medicine, nor will the funds of the University, for some time to come, be adequate to its endowment." In their fifth communication, they speak in similar language of the prospects of the department. Then, for a time, the subject rested. Finally, on the tenth of February, 1855, the regents passed an ordinance for the organization of the department. There were to be seven chairs:—one of anatomy and physiology; a second, of surgery; a third, of theory and practice of medicine; a fourth, of obstetrics and the diseases of women and children; a fifth, of chemistry and pharmacy; a sixth, of materia medica and botany; and a seventh, of medical jurisprudence. So, having seven professorships in the medical department, seven professors must be appointed to fill the seven chairs. And, "to make assurance doubly sure," another chair was added. Alfred L. Castleman, M. D., was elected professor of theory and practice of medicine; Ezra S. Carr, M. D., of chemistry and pharmacy; D. C. Ayres, M. D., of obstetrics and diseases of women and children; George D. Wilber, M. D., of materia medica and botany; Samuel W. Thayer, M. D., of anatomy; Joseph Hobbins, M. D., of surgery; Alexander Schue, M. D., of the institutes of medicine and pathological anatomy; and J. M. Lewis, M. D., was made demonstrator of anatomy. An appropriation was made by the regents of four hundred and fifty dollars, which sum was devoted to the purchase of a cabinet of materia medica. Another appropriation of five hundred dollars was made for the procuring of apparatus and specimens; but how the money was invested there appears no evidence on the records of the University. The "medical department," did not survive the last appropriation.

Under the organic act, one of the four departments of the University was to be "a department of law." But from year to year, because of financial difficulties under which the reg-

ents labored, its organization was postponed, until, finally, on the twenty-ninth of January, 1857, one was established, and E. G. Ryan and T. O. Howe were elected professors therein; but, beyond this, nothing was done. For the next ten years, there was a continued lack of funds.

Although the first literary society—the Athenæan—was organized the eighth day of November, 1850, dating its existence almost as early as the University itself, with twelve names constituting its membership—Levi Booth, S. W. Botkin, Wm. Holt, F. A. Ogden, R. L. Ream, J. W. Sterling, Wm. Stuart, George W. Stoner, D. K. Tenney, Charles T. Wakeley, O. M. Conover, and Ed. McPherson—yet its incorporation was not effected until the spring of 1852. By an act of the legislature, approved the tenth day of April of that year, “Charles T. Wakeley, Levi Booth, George W. Stoner, D. K. Tenney, Francis A. Ogden, George Woodward, Jr., and their associates and successors” were created a body corporate by the name of “The Athenæan Society of the University of Wisconsin;” and by that name they were to remain in perpetual succession, for the purpose of establishing and maintaining a library, instituting literary and scientific lectures and debates, and providing other means of moral and intellectual improvement, with power for such purpose to take by purchase, devise, or otherwise, and to hold, transfer, and convey real and personal property to the amount of twenty-five thousand dollars; also farther, to take, hold, and convey all such books, cabinets, libraries, and furniture as might be necessary or expedient for attaining the objects and carrying into effect the purposes of the corporation; and also farther, in their corporate name, to sue and be sued, appear, prosecute, and defend all actions and causes to final judgment and execution, in any court of law or equity; to have a common seal and to alter the same at pleasure; and to establish a constitution, by-laws, and regulations consistent with the laws of the state, for the government of the society, and for the due and orderly conduct and regulation of its affairs, and the management of



its property. The residue of the act of incorporation gives directions as to the management of its property, the election of proper officers, and the continuing in office of such as were then incumbents. The constitution and by-laws, previously adopted, were to remain in force, and the property of the society was to be free from taxation. The purposes in view, in the organization of the society, were, the advantages to be derived from exercise in debate, declamation, composition, and parliamentary practice. Motto: *Megiston en Anthrope Phren*. The constitution adopted provides for the election of a president, vice-president, secretary, censor, assistant censor, treasurer, librarian, assistant librarian and recording scribe, and defines their duties. It also declares who may become members, active and honorary, and authorizes suspension or expulsion in certain cases. Meetings are provided for, both regular and special; and there are miscellaneous provisions, covering a variety of subjects. The by-laws of the society are well drawn. They give directions as to the regular exercises, order of debate, bills of exercises, decision of questions, appointment of critic, inauguration of officers, initiation of members, delinquencies, library, committees, and other important matters. The rules of order are brief, pointed, and admirably constructed.

Frequently asking loans of the legislature, by the regents of the University, caused, in the end, a dangerous assumption on the part of the former. On the twenty-fifth of April, 1854, a law went into operation, by which the fiscal year of the University, it was declared, should "terminate on the last day of December in each year." And it was made the duty of the board of regents, in their annual report to the governor, to make a detailed estimate of the current expenses of the University for the next succeeding fiscal year, showing the amount necessary to pay the interest on its debts, specifying the same, the amount of salaries of officers, professors, and tutors, specifying the same, and the amount necessary for all other expenses and disbursements, in detail; which the

governor was requested to communicate to the legislature. But even this rigorous censorship was out-done by a clause in the law which declared that, after the expiration of that year, no money should be drawn from the state treasury, by the board of regents, except in pursuance of an express appropriation by law. It will readily be seen that the words "no money shall be drawn from the state treasury" carried with them the idea that the funds of the University were *state* funds, as much so as any other in the treasury. Beside this, they expressed a want of confidence in the management of the institution very clearly to be understood.

Now began the dark days of the University of Wisconsin. Petitions were sent up to the legislature asking for its abandonment, and for a division of funds among denominational colleges of the state; and a bill was actually introduced (but quickly withdrawn) to that effect. At the next session, a still greater hostility was manifested; but a few active members stood between the institution and its enemies, and saved it from destruction. It was claimed that there was a general mismanagement of the institution, and a failure to meet the wants of the people. It cannot be denied that there were some grounds for this charge; but another accusation persistently put forth, that the University was an immense moneyed institution for the education of a few aristocratic young men was, certainly, as "baseless" as the "fabric of a vision."

The next legislature, with a more enlightened policy, determined to build up rather than destroy—to repair, if possible, not to demolish; so they undertook the task of a total reorganization; and, to their credit be it said, wholly in the interest, and looking to the perpetuity, of the institution. They failed, it is true, but only for the want of time—not for lack of a proper understanding of the situation and the demands of the people.

The regents took up the work that had failed in the legislature, determined to carry it forward to its full realization. How well they succeeded is left for future consideration.





*J. W. Sterling*

J. W. STERLING, PH. D., LL.D.  
FIRST VICE-PRESIDENT STATE UNIVERSITY.

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In the summer of 1870 he was elected to the class of 1873, and was elected Moderator of the class. He was elected Moderator of the class of 1870. Before he was elected to the class of 1873, he had been elected to the class of 1870. He continued in the college until the year 1873, when he resigned to enter upon a course of study in the theological seminary in Princeton, New Jersey. This occupied three years. He completed the course in the spring of 1876. During most of this period he officiated as tutor in the college of New Jersey. He now spent a year or more in various studies in Pennsylvania.



Through all the struggle none watched the progress of affairs with more interest or felt more keenly adverse comments than the chief executive officer, Chancellor Lathrop. It was natural that complaints were directed against him rather than the board of regents; so he determined to resign. In this act, he was certainly justifiable; but Wisconsin was thereby the loser.

The election by the board of regents, on the seventh day of October, 1848, of John H. Lathrop L. L. D. as chancellor of the University, and John W. Sterling, A. M., as professor of mathematics, was the first action looking toward the organization of a faculty for the institution. Ever since that day, Prof. Sterling has filled the same chair. He was born in Wyoming county, Pennsylvania, on the seventeenth of July, 1816. His earliest education was such as could be obtained in common schools; but aspirations for more liberal instruction, determined him to attend an academy at Hamilton, New York. At this institution, and at a similar one in Homer, in the same state, he received the necessary preparation for entering college. However, he now turned his attention to the law—reading two years in the office of Judge Woodward, of Wilkesbarre, Pennsylvania; but he did not afterward enter upon the practice of the profession.

In the fall of 1837,—then twenty-one years of age,—his desire for broader culture induced him to enter the sophomore class at the college of New Jersey. He completed the regular course in that institution, graduating with honor in the class of 1840. Before this, he had been elected principal of Wilkesbarre academy, and he now engaged as instructor therein. He continued in that office very successfully for one year, when he resigned to enter upon another course of study; this time, in the theological seminary in Princeton, New Jersey. This occupied three years. He completed the course in the spring of 1844. During most of this period he officiated as tutor in the college of New Jersey. He now spent a year or more in missionary labors in Pennsylvania.

Prof. Sterling came to Wisconsin in July, 1846. Soon after his arrival, he was elected professor of mathematics in Carroll college, Waukesha. He occupied the chair a short time, when he resigned his office—"the sinews of war" were wanting. He then engaged in teaching a private school in that place, continuing until called to the University of Wisconsin.

As an instructor, he is conscientious, prompt, painstaking, accurate. Other teachers may carry their pupils over more ground in a given time, but few will instruct them better. His methods and manner of teaching have this important characteristic: they produce satisfactory results. Of his ability in the class-room, hundreds of students who have had the benefit of his instruction, are witnesses.

But not alone as teacher has the career of Prof. Sterling, for so many years, been an honorable one. We come now to speak of him as acting head of the University. The connection of Chancellor Barnard with the institution was little else than in name, particularly as regards the actual administration of its affairs;—the burden was upon the shoulders of Prof. Sterling, who was, during the whole time, virtually its chief officer. From the resignation of Dr. Barnard to the installation of President Chadbourne, a period of over six years, he was, by authority of the regents, acting-chancellor. He proved himself, during this period, a wise counselor, a faithful friend to the students, extending encouragement and generous aid to all who were in need, ruling in University affairs with a firm but kindly hand, and, by precept and example, stimulating all the classes to a higher culture and nobler manhood. Throughout all these university years, beside the care and numerous duties connected with his office, he was engaged, most of the time, five hours daily, in the class-room. Prof. Sterling's unselfish devotion to the University, through evil as well as through good report,—his faithful stewardship, uniformly rendered, whether as professor or chief officer,—have endeared him, in a marked and peculiar way, not only to those immediately connected with the institution, but to its friends everywhere.



During the entire connection of Prof. Sterling with the University, he has not lost over two months. Having previously acted as dean of the faculty, he was, in 1860, continued by the regents in that office. In 1865, he was elected vice-chancellor, and vice-president in 1869, which office he still holds. In the last mentioned year, he was offered the presidency of a college near San Francisco, California, which he declined. For one year after the resignation of President Chadbourne, he was the acting head of the University by virtue of his office of vice-president, and again for one term after the resignation of President Twombly. In addition to the chair of mathematics, he filled those of natural philosophy and astronomy, from the time instruction was first given in those studies, down to 1874, when they were assigned to others. While acting-chancellor, after the resignation of Dr. Barnard, Prof. Sterling presided at commencements to the time of Dr. Chadbourne's administration, giving a brief address at each. From the last of these, the following is extracted:

"It is with unfeigned pleasure that I greet you as alumni of the University of Wisconsin. You have struggled up to this position through many difficulties and discouragements. In the unswerving constancy and persistence with which, in the face of so many obstacles, you have adhered to the noble purpose of acquiring an education, we have the earnest of an honorable and successful life.

"I rejoice in every worthy accession to the graduates of the University. The number and character of its alumni is one of the most potent elements of influence and prosperity to any institution of learning. How much do Harvard, and Yale, and Princeton, to-day owe to their numerous alumni scattered all over the world. Very few have any proper appreciation of the difficulties, which, even in the most favorable circumstances, must be encountered by those who are engaged in laying the foundations of an institution of learning. One, and perhaps the principal source of difficulty, lies in the absence of that sympathy and co-operation which are best supplied by a numerous and loyal alumni. \* \* \* \* \*

"We rejoice in any evidence that the prejudice and the opposition under which the University has heretofore labored are giving way to more enlightened views, and more worthy action. We take pride in recognizing the fact that the people and the legislature of this state are beginning to extend to their University that sympathy and generous support without which it cannot reasonably be expected to prosper. And we look forward to the day, not far distant, when the University of Wisconsin shall be the chief pride of the state, and her glory abroad."

From a baccalaureate sermon preached by Prof. Sterling to the graduating classes of the different departments of the University, June 18, 1871, the following is given, as illustrating his general style of thought:

"Whether we accept the doctrine of the Christian faith or not, the fact cannot be controverted that there are evil tendencies and influences to be resisted; that there are conquests to be made, which demand the utmost vigilance, patient endurance, systematic and vigorous exertion. Such is the battle of life. Those about to engage in this conflict should have a clear understanding and deep conviction of its nature, of its difficulties, of its dangers, and of the principles on which alone it can be successfully conducted. This conflict is only for those who have placed before them some high and noble object; for such, there is a warfare; and, for such, victory is true glory."

On the twenty-seventh day of January, 1874, Prof. Sterling read before the Wisconsin state agricultural society a paper on "The Protection of Life and Property from Lightning," which was afterward highly commended by Prof. Henry, of the Smithsonian Institution. He explained in a clear manner the importance to farmers and others, of understanding the laws of electrical action, and that only a moderate degree of study was necessary to comprehend the leading principles connected therewith. The destructive effects of lightning were dwelt upon; but the practical utility of the paper consisted, mostly,

in a lucid explanation of the protection afforded buildings by the use of lightning-rods,—in directions for the construction of the latter, and how they ought to be put up so that they could be relied upon as safeguards.

In 1866, Prof. Sterling received from his *alma mater* the honorary degree of doctor of philosophy, and the same year from Lawrence university, at Appleton, Wisconsin, that of doctor of laws;—honors worthily bestowed, not only upon an earnest and faithful teacher, an intelligent and high-minded citizen, but upon a conscientious Christian gentleman; for, as a man, Prof. Sterling is above reproach. His integrity of character, unscrupulous fidelity, and exalted sense of honor, are beyond question.

## SKETCHES OF THE

### CHAPTER VIII.

#### THE HESPERIAN SOCIETY INCORPORATED—REORGANIZATION OF THE UNIVERSITY—PROF. WILLIAM F. ALLEN.

By an act of the legislature of Wisconsin, approved the twenty-fourth day of February, 1855, "the Hesperian society of the University of Wisconsin" was incorporated. Its charter members were Randall W. Hanson, George W. Perry, Alfred W. Lathrop, Richard W. Hubbell, William F. Vilas, T. D. Coryell, and S. W. Botkin. The purposes in view, as declared by the preamble of the constitution of the society, were, "the improvement and discipline of the mental faculties, by practice in disputation, English composition, and elocution." Motto: *Magna Parens Virum*. The act of incorporation is nearly identical in its provisions with that of the Athenæan society. A constitution was adopted, providing for the election of officers and defining their duties; declaring who might become members of the society, active and honorary; also, providing for suspensions and expulsions, for regular and special meetings, and for amendments. The by-laws of the society and "rules of the house" were drawn up with care and judgment. Beside its charter members, it numbered twenty-six during 1855: John H. Kilroy, Elias C. Morse, Elan G. Crandall, W. W. Botkin, Geo. Decker, J. H. Slavan, R. H. Cornell, Edwin Marsh, S. P. Clark, C. Bishop, W. O. Saxton, D. H. Brooks, Wm. Treat, G. W. Ashmore, Geo. C. Hill, E. B. Guild, W. H. Brisbane, J. M. Stoner, Edgar A. Sadd, L. B. Honn, J. F. Smith, E. Conklin, J. G. Gill, J. H. Douglas, J. Jacobs, and S. P. Hall.

It had ever been the uniform sentiment of the board of regents since the organization of the University, that the studies of the department of science, literature, and the arts, should be selected, arranged, and pursued, with a distinct reference to their bearing on the industrial pursuits of civilized life, as well as on the personal culture of the pupil. In order to give a fuller expression to this idea, as well as to make radical changes in the "ways and means," generally, of the institution, an ordinance of reorganization was passed, in June, 1858, which, after discussion and amendment, at the semi-annual meeting, in July, took its final form, going into effect "from and after the fourth Wednesday of September," of that year. In the adoption of this ordinance, the regents hoped "to meet the educational wants of the community, and to give force and effect to the well-considered views of the friends of education."

The department of science, literature, and the arts, was made to consist of the schools of philosophy, of philology, of natural science, of civil and mechanical engineering, of agriculture, and of polity. The course of study connected with the schools of philosophy, philology, polity, and natural science, were arranged to extend over a space of four years,—the student, upon completing it, to receive the degree of bachelor of arts. A successful prosecution of the same pursuits for three additional years would secure the degree of master of arts. It was also provided that a course of study, to be called the "scientific course," which was to extend over a space of four years, should be connected with the schools of civil and mechanical engineering and agriculture, also with those of philosophy, polity, natural science, and philology (excepting ancient languages and literature),—the student who might complete the whole course, to receive the degree of bachelor of philosophy; and, after three years successful pursuit of the same branches, the degree of master of philosophy. After arranging the details of the whole plan so as to harmonize the different schools with each other, then came the sweep-

ing provision that "all schools or chairs of instruction heretofore established in the University of Wisconsin. \* \* \* by ordinance or otherwise, are hereby abolished, and all appointments in the same are declared to be null and void."

On the reorganization of the institution under the provisions of this ordinance, Henry Barnard was made chancellor; John H. Lathrop, professor of ethical and political science; Daniel Read, professor of mental science, logic, rhetoric, and English literature; John W. Sterling, professor of mathematics and natural philosophy; Ezra S. Carr, professor of chemistry and natural history; James D. Butler, professor of ancient languages and literature; Joseph C. Pickard, professor of modern languages and literature; Thomas D. Coryell, instructor in civil and mechanical engineering; John F. Smith, tutor in Latin, Greek, and mathematics (preparatory); and David H. Tullis, instructor in commercial calculations and book-keeping. It was thus, at the beginning of the ninth university year, that the institution made a new start in its career. For the future, strong hopes were entertained.

At the expiration of the university year, in 1867, several changes in, and additions to, the number of instructors were made by the board of regents. William Francis Allen was called to the chair of ancient languages and history. He was born at Northborough, Massachusetts, September 25, 1830, where he attended the common schools; and, afterward, partly at home and partly at Leicester academy and Roxbury Latin school, he was fitted for college,—entering Harvard in 1847 and graduating in 1851. After this, he taught for three years in New York city, as private instructor. In 1854, he went to Europe, studying one term of six months at Berlin and one at Goettingen. He went to Italy in the autumn of 1855, giving three months at Rome to the study of the topography of the ancient city. He next visited Naples and Greece, returning to the United States in 1856.

For the next seven years, Prof. Allen taught in the English and Classical School in West Newton, Massachusetts. He left

this position in 1863, and spent two years in the south, in the service of the freedmen's and western sanitary commissions, returning to the north in 1865. He was afterward engaged for one year as professor of ancient languages at Antioch college, Yellow Springs, Ohio, and one year in Eagleswood military academy, Perth Amboy, New Jersey; when he was elected to the professorship in the University of Wisconsin, as previously mentioned. In 1870, his chair was changed to that of Latin and history; and this position he continues to hold.

In 1861, was published the "Classical Hand Book." This work was written by Prof. Allen and his brother, T. P. Allen. He and another brother, J. H. Allen, in 1868 and the year following, gave to the schools of the country the "Manual Latin Grammar," "Latin Lessons," and a "Latin Reader." "Latin Composition," a work of his own, was published in 1870. Associated with his brother last named, and with Prof. J. B. Greenough, of Harvard, he has edited "Select Orations of Cicero," 1873; "Cicero de Senectute," 1873; "Gai Salvsti Crispi de Catilinae Conivratione," 1874; "Pvbli Vergili Maronis Bvcolica: Aeneidos I-VI," 1874; "Gai Ivli Caesaris de Bello Gallico," 1874; "Pvbli Ovidi Nasonis Poemata Qvaedam Excerpta," 1875. For all these, the particular work of Prof. Allen has been the furnishing of historical and antiquarian matter. The philological and grammatical portions were written by Prof. Greenough, while the general editing was attended to by Prof. J. H. Allen. It is doubtful whether a literary partnership, productive of such excellent results, has existed in this country. Probably the best of these books is "Cicero." It contains the select orations of that famous Roman, chronologically arranged, and covering the entire period of his public life. It gives a very complete view of his career as orator and statesman, extending through about forty of the most eventful years of the later republic.

To general literature, Prof. Allen, associated with C. P. Ware and Lucy M. Garrison, gave, in 1867, a unique volume, unpretending in size, entitled "Slave Songs of the United

States." Therein are to be found many real negro songs of the south, set to music, not spurious ones manufactured at the north, to order; and these are genuine melodies of the southern plantation. Thus have been preserved some curious relics of a state of society now passed away forever—gone, through blood, and fire, and great tribulation! The chief merit of the book consists in its preservation of so many genuine outgrowths of natural musical feeling of a primitive race. The introduction to "Slave Songs," which was written wholly by Prof. Allen, is replete with information concerning the "melodies" of the south; beside, it is admirable in its style. Take the following as a sample:

"The best that we can do \* \* \* with paper and types, or even with voices, will convey but a faint shadow of the original. The voices of the colored people have a peculiar quality that nothing can imitate; and the intonations and delicate variations of even one singer cannot be reproduced on paper. \* \* \* I despair of conveying any notion of the effect of a number singing together, especially in a complicated 'shout,' like, 'I can't stay behind, my Lord!' or, 'Turn, sinner, turn O!'

"There is no singing in parts, as we understand it; and yet no two appear to be singing the same thing;—the leading singer starts the words of each verse, often improvising, and the others who 'base' him, as it is called, strike in with the refrain, or even join in the solo when the words are familiar. When the 'base' begins, the leader often stops, leaving the rest of his words to be guessed at; or, it may be, they are taken up by one of the other singers. And the 'basers' themselves seem to follow their own whims, beginning when they please and leaving off when they please; striking an octave above or below (in case they have pitched the tune too low or too high), or hitting some other note that chords, so as to produce the effect of a marvellous complication and variety, and yet with the most perfect time, and rarely with any discord."

As a writer for reviews, Prof. Allen takes high rank. Nota-



bly among his contributions to periodicals of that class are: "Recent German Works on Roman History," 1857, in the *North American Review*; "Rawlinson's Herodotus," *Christian Examiner*, 1859; "Slavery in Rome," *North American Review*, 1860; "The Future of the South," 1862,—*"Democracy on Trial,"* 1863,—*"The Freedmen and Free Labor in the South,"* 1864,—*"South Carolina,"* 1865,—*"The American Executive,"* 1866,—*"Our Colleges,"* 1867,—all to be found in the columns of the *Christian Examiner*. In 1871, he contributed to the *North American Review*, "The Religion of Ancient Greece;" and, in the same year, to the *Christian Examiner*, "The Caucus System." He has been a constant contributor to the *Nation* almost since its establishment. We find in *Hours at Home*, in 1870, "A Day with a Roman Gentleman;" and, in 1871, in the *North American Review*, "The Religion of the Ancient Romans"—probably the ablest of all his papers given to the press. In the opening paragraph, Prof. Allen says:

"The 'Mythology of the Greeks and Romans,' as it has heretofore been taught in our school-books and used as material in modern literature, is in truth, neither Greek mythology nor Roman mythology; but an incongruous mixture of the two,—Grecian fable with Roman nomenclature. So long as it was purely a matter of fancy and of literary concern, there was no great harm done. Everybody understood what was meant by the Olympian Jove, the Eleusinian worship of Ceres, and the temple of Diana of the Ephesians, better indeed than if we had said Zeus, Demeter, and Artemis. But with the present century has come in a new school of philology, which has abandoned the merely literary treatment of such themes, for one rigidly scientific, and which has discovered that names are not an indifferent matter in science; in fact, that, in such a field of inquiry as this, the name is often the key to the entire investigation."

To a number of periodicals, of less pretensions than those previously mentioned, Prof. Allen has contributed papers of in-

terest; as, for example, those on "Territorial Development of the Great Powers of Europe," in 1871, in the *Aldine*. Of his public addresses, "Practical Education," delivered before the university of Nebraska, June 19, 1876, is worthy of special commendation. "The cry is," said the speaker, upon that occasion, "for Practical Education; for speedy and tangible results. Life is too short, and its needs too urgent to waste our time on subtle theories and indecisive preparation. Every word and every act must be made to tell. If the primary and most essential principle of education is to afford a training for future use, nevertheless its results must not lie too far in the future, or be too obscure and uncertain in their working out. We must have in view the practical and pressing wants of every-day life, not the rarer excellencies of exceptional character. When we raise the question, 'What knowledge is of most worth?' we are answered, 'that which will best prepare us for complete living.' \* \* \* Latin and Greek are to be banished from the curriculum because they are not spoken at the railroad stations, and are not used in prices current and quotations of stocks. Philosophy and literature are barely tolerated. Even constitutional law and political economy are looked on askance. \* \* \* Liberal and even lavish grants are ready for whatever has a practical sound—scientific and industrial schools of every sort, laboratories and observatories—while the branches distinctively devoted to culture are treated with neglect, or even contempt.

"Now this education in external nature, these scientific and industrial schools, these laboratories and observatories, are doing an invaluable work in the furtherance of genuine culture—of practical education in the best and highest sense. I would not disparage them; rather I would do honor to them, by claiming for them a higher place among educational agencies than their special advocates are apt to recognize. Neither would I deny that if, of two rival branches of study, or systems of discipline, equal in intrinsic educational power, the one is more immediately and readily applicable to the common uses of every-day life than the other, it should be preferred. What

I say is, that, in a system of education, this should always be a subsidiary point; that disciplinary power—training, should come first; while practical usefulness, in the sense in which the term is generally used, should be only incidental."

In Prof. Allen's published address upon "Agriculture in Middle Ages," delivered on the eighth of February, 1877, before the Wisconsin state agricultural and horticultural convention, in Madison, are to be found not only practical thoughts upon agriculture, but a number of interesting historical references bearing upon that subject. He has read before the Wisconsin academy of science, arts, and letters, papers on "The Rural Population of England as Classified in Domesday Book;" "The Rural Classes of England in the 13th Century;" "United States' Sovereignty: Whence Derived and When Vested;" "Peasant Communities in France;" and, "The Origin of the Freeholders." These contributions indicate a wide range of reading and thought.

But Prof. Allen's latest effort—the delivering of twenty lectures upon the "History of the Fourteenth Century," in Johns Hopkins university, Baltimore, in March, 1878,—is, to the present time, it is believed, his crowning literary work. These lectures treated of a period extending from 1273 to 1431, of the Christian era. They exhibited profound scholastic attainment and research,—such, indeed, as cannot fail to place him in a prominent position before the country in the line of antiquarian and historical investigation. He was listened to by large and appreciative audiences throughout the entire course.

As a teacher of Latin, Prof. Allen is precise and accurate. He lays especial stress upon the study as of great value from a purely literary point of view. His idea is, that the study of the languages as a part of education is mainly valuable for the purposes of culture and intellectual training, not as a mere matter of drill; and this idea is made prominent in all his work in the class-room. His favorite field of investigation is history and antiquities, particularly those of Rome and the middle ages. It is probable that no American scholar has a better knowledge of Roman antiquities than Prof. Allen.

## SKETCHES OF THE

### CHAPTER IX.

THE NINTH, TENTH, AND ELEVENTH UNIVERSITY YEARS—AN ALUMNI ASSOCIATION ORGANIZED—UNIVERSITY HALL ERECTED—DR. BARNARD INAUGURATED CHANCELLOR—FIRST NORMAL CLASS IN THE UNIVERSITY—RESIGNATION OF DR. BARNARD AS CHANCELLOR—PROF. JOHN B. PARKINSON.

The ninth university year commenced on the third Wednesday of September, 1858, and ended on the fourth Wednesday of July, 1859, with a graduating class of eight members:—Alexander C. Botkin, Leonard S. Clark, Samuel Fallows, Edward B. Guild, Elbert O. Hand, Edwin Marsh, in the classical course; Hill C. Bradford and Phillip C. Slaughter in the scientific course. Six weeks after the commencement in 1859, began the tenth university year, ending June 27, 1860, with the graduation of George W. Bird, Leander M. Comins, Thomas J. Hale, John B. Parkinson, William P. Powers, Fred. T. Starkweather, and John E. Sutton in the classical course; and Milan W. Serl in the scientific course. The eleventh university year, ending June 26, 1861, graduated James B. Britton, William W. Church, S. A. Hall, John D. Parkinson, William E. Spencer, and Henry Vilas, in the classical course; and Farlin Q. Ball, Almerin Gillett, and Michael Leahey, in the scientific course.

How fondly, in the midst of every-day life—of its toils and its cares—do we turn back to the years of our childhood and recall the hours of happiness then enjoyed! Akin to this is the recollection of early associates—of those who, side by side, shared with us the years of a university course. It is this

feeling which prompts those who have gone through the curriculum of any particular institution of learning, and have been decorated with the honors of an *alma mater*, to meet again and awaken "the memory of joys that are passed;" and it was this that determined those present of the alumni of the University of Wisconsin, at the graduation of its eighth class, to form an association, that the "scattered children" of the institution might be "clustered into a brotherhood." Therefore, on the evening of commencement day, June 26, 1861, an "Alumni Association" was organized, with C. T. Wakeley as president; J. F. Smith, vice-president; J. M. Flower, corresponding secretary; W. F. Vilas, recording secretary; T. D. Coryell, treasurer. The executive committee consisted of Sidney Foote, S. W. Botkin, H. Vilas. It was voted that the association should be annually addressed by an "orator" and "poet," in connection with the commencement exercises of the University.

In their ninth annual report (1856), the regents say: "To provide suitable accommodations for the extended means of instruction \* \* \* and for the increasing demand for board and rooms, it has become a matter of strict necessity to proceed to the erection of the main edifice of the University." It was intended that this building should crown the central eminence on the University grounds. It was expected to contain public rooms for recitation, lectures, library, cabinet, and apparatus; also, an astronomical observatory and a working laboratory, as well as suitable apartments for the residence of two families of the faculty, the principal dining-hall for the use of students, and a chapel. The regents were, certainly, at that date, quite modest in their estimate of the future needs of the institution, for they add: "All the departments in science, literature, and arts, and in the professional schools of medicine and law, will find ample accommodations in the proposed edifice." "Its completion and occupation," said they, in conclusion, "will constitute the true beginning of the University era—the point towards which our past action has been strictly and properly preparatory."

To enable the regents to proceed to the erection of the "main edifice," it was necessary for them to effect a loan of thirty-five thousand dollars, to be repaid out of the surplus revenue of the institution, after meeting current expenses each year. The legislature was thereupon asked to pass an act empowering and directing the commissioners of school and university lands to loan, from the principal of the university fund, the sum just mentioned, to be applied to the building of the "main edifice,"—the act itself to establish a sinking fund for the gradual extinction of the debt. So, by an act approved February 28, 1857, "the commissioners of school and university lands" were "authorized and directed to loan to the regents of the State University, from the principal of the University fund, a sum not exceeding forty thousand dollars," to "be applied by the regents to the erection of the main edifice of the State University." A plan for the structure, the work of William Tinsley, of Indiana, was finally accepted, and the contract for the building awarded to James Campbell, of Madison, Wisconsin,—to cost thirty-six thousand five hundred and fifty dollars. This included the entire work except necessary grading, the finishing of the attic story, the fitting up and furnishing of the public rooms, and the cost of furnaces; these, it was supposed would exhaust the balance of the building fund, and trench on the current resources of the University. It was expected to complete the edifice by the first day of November, 1858.

For various reasons, the construction of the building was greatly retarded. The necessary excavation and the laying of the substructure and the basement story were all that could be accomplished in 1857; the building was "closed in" in 1858; and, in 1859,—“after a delay of more than one year beyond the time originally contemplated, and passing through and surmounting perpetual embarrassments and difficulties from the commencement,”—say the building committee, “we are enabled to announce, with a feeling of relief and satisfaction, that the central edifice is finally completed and ready for the use for

which it was intended." To the structure was given the name of University Hall. The exterior of the building presents several features that are excellent in an architectural sense. The general appearance is imposing and massive,—withal very pleasing to the beholder. Its commanding position adds much to its attractiveness. Its entire cost, including the necessary work for its surroundings, was over sixty thousand dollars.

The newly elected chancellor—Dr. Barnard—was unable to reach Madison and enter upon his duties until the latter part of May, 1859, or to meet with the regents until the twenty-second of June, following. On that day, in a communication to the board, he recommended such measures as he deemed necessary and expedient. One of his sentences deserves to be held in lasting remembrance: "A state cannot have good elementary schools, or an efficient university, without schools of an intermediate grade, developing and encouraging a love of learning in the young, and furnishing the necessary preparation for the studies of the University."

At Dr. Barnard's request, Dr. Lathrop discharged the duties of internal administration until the close of the term—the ending of the ninth university year—when, on commencement day, July 27, 1859, the former was, in presence of the state officers, the judges of the supreme court, the regents, professors and students of the University, the regents of the normal schools, the officers and members of the state teachers' association, and a large concourse of the friends of the institution, inducted into office. An address was delivered by Carl Schurz on part of the regents, and by Julius T. Clark, on behalf of the normal board. An inaugural address, also, was made by Dr. Barnard. The new administration began under favorable auspices and much was anticipated from the change.

In calling Dr. Barnard to the office of chancellor, the regents did so under an arrangement with the board of regents of normal schools, by virtue of which he was also to act as the general agent for the latter. Under a belief that the details

of internal administration could be safely intrusted, for a period at least, to other hands, and actuated by an earnest desire to make the University, in the most conspicuous and the most practical manner, a part of the general public school system of the state, the regents of the University embraced what seemed to them a fortunate opportunity to repose the chief executive powers of the institution in the same hands which were to guide the new movement for the elevation of common schools of Wisconsin.

Under the ordinance of 1858, the regents established an "instructorship" in book-keeping and commercial calculations, and elected as instructor therein David H. Tullis. This was in reality the transfer of "Bacon's Commercial College," which had been for two years in successful operation in Madison, Wisconsin, to the University; hence the appearance of Mr. Tullis' name in the catalogue of 1858 as instructor in book-keeping and commercial calculations, and its recurrence thereafter, annually, for six years, when the "instructorship" was laid aside.

In 1859, Prof. O. M. Conover was in charge of the high school in Madison. Arrangements were made (which continued two years) to merge the preparatory school in the University into the one under his instruction; therefore, upon the catalogues of 1859 and 1860, his name appears as "principal of preparatory department in public high school."

On the tenth day of February, 1860, Dr. Barnard, as agent of the board of regents of normal schools, issued a circular wherein he arranged for the holding of several normal institutes in the state. One of these commenced Wednesday morning, April 11, of that year, at Madison, in connection with the University. During its continuance of ten weeks, there were fifty-nine members in attendance, of whom thirty were ladies, who were the first to gain admission to the institution. They were Martha A. Chamberlain, Mary A. Chamberlain, Hannah J. Crocker, Frances J. Duncan, Hennetta Davis, M. M. Luness, Kate Kavenaugh, Louisa Larkin, Julietta S.



Mann, Mary E. Peaslee, Fannie C. Quiner, Rosa Rogers, H. A. Sweeney, Sarah E. Farner, Helen J. Tripp, Lydia Sharp, Henrietta I. Lovewell, Mrs. E. R. Hooker, Josephine M. Rice, Laura D. Barron, Hattie A. Hough, Emily C. Quiner, Amanda Wright, Sophia O. Smith, Lotta Lattimer, Hattie Vroman, L. M. Powley, R. J. Spooner, M. M. Quiner, and Lucy L. Cowes. Normal instruction in the University was not again attempted until the organization of the normal department in 1863, and the election of Charles H. Allen to a professorship therein.

On the sixteenth day of January, 1861, the resignation of Chancellor Barnard, which had been tendered the board at their annual meeting in June, 1860, was formally accepted. During his administration, his labors, although interrupted by ill health, were, to the cause of popular education in the state at large, of great importance. A series of measures, planned and executed largely by him, produced beneficial results extending "to almost every school district in Wisconsin." Indirectly, therefore, the work of Dr. Barnard while chancellor was of value to the institution; for, it may be assumed as a fact, that whatever tends to elevate the standard of common schools in the state, also tends to the prosperity and efficiency of the University.

Meanwhile, Prof. Sterling discharged the duties of chancellor, so far as they appertained to the internal affairs of the institution, performing them "with energy, fidelity, and success." At the end of the eleventh university year,—the institution having no chancellor,—the instructional force consisted of John W. Sterling, dean of the faculty and professor of mathematics and natural philosophy; Daniel Read, professor of mental, ethical, and political science, rhetoric and English literature; Ezra S. Carr, professor of chemistry and natural philosophy; James D. Butler, professor of ancient languages and literature; John P. Fuchs, professor of modern languages and literature; J. B. Parkinson, tutor; and David H. Tullis, instructor in commercial calculations and book-keeping. By this it will be seen that the working force of the University was at its minimum.

This, and the reduction of expenses to the lowest possible figure, were consequent upon the breaking out of the rebellion, which tended to distract public attention from educational matters, and to reduce the number of students in the institution.

In the year 1867, John Barber Parkinson, A. M., was elected to the chair of mathematics in the University. He was born near Edwardsville, Madison county, Illinois, April 11, 1834. In 1836, his parents removed to Wisconsin and settled upon a farm near Mineral Point, where the son received only such advantages for an education as the newly settled country afforded. After becoming well grounded in the primary branches, he entered, at the age of sixteen, the preparatory department of Beloit college, at Beloit, Wisconsin, where he continued nearly two years. In the spring of 1852, his father having fitted out an expedition for an over-land trip to California, he was placed in charge of it. After five months spent on the plains and three years in the mines of California, he returned home.

In 1856, he entered the University of Wisconsin, where, four years afterward, he graduated with the highest honors of his class. Subsequently, at the beginning of the winter term of the eleventh university year (1860-61), he was appointed tutor by the regents, continuing in that office until the middle of the first term of the next university year, when he resigned, to accept the office of superintendent of schools of La Fayette county, Wisconsin, to which he had been almost unanimously elected. In 1864, the state superintendent of public instruction having resigned, Prof. Parkinson was nominated by the democratic state central committee to fill the vacancy; but, at the ensuing election, he was defeated, as the republican party, at that date, was largely in the ascendancy in Wisconsin. He was the regular nominee of the democrats in 1865, for the same office, but was again unsuccessful for the same cause.

In 1866, under the law reconstructing the University, he was

appointed by the governor one of its regents. This position he held one year, when he was elected, as before mentioned, to the professorship of mathematics in the institution, holding that office—and having, for most of the time, charge of the department of civil polity and political economy—until the spring of 1873, when his chair was changed to that of civil polity and international law. He continued his connection with the University—the first of its graduates elected to a full professorship—down to the year 1874, when he resigned.

In 1871, Prof. Parkinson purchased a fourth interest in the *Madison Democrat* and for a short time was upon its editorial staff. During the same year, he was chosen chairman of the democratic state central committee. Both these positions he resigned at the close of that year. Upon his resignation as professor in the University, he resumed his place as one of the editors of the *Madison Democrat*. He continued in that relation until 1876, when he was again elected to the chair of civil polity and international law in the University, which office he still occupies. During the same year (1876), he was chosen president of the Wisconsin state board of centennial managers.

Prof. Parkinson's style of writing is clear and forcible, simple and concise. It exhibits pruning and trimming—characteristics of culture. His reasoning is apt to be correct; and it is enforced with a vigor quite refreshing to the reader. Although he has not written much, he has certainly written well. He is free from pedantry and from a pompous building up of words, overwhelming the sense. His periods are usually short; his thoughts, lucid; his conclusions, convincing. Take this paragraph from the first of a series of excellent papers which he has published upon "Political Economy and some of its Perplexities:"—

"Political Economy has nothing to do with questions of moral right, but rests back upon the expedient and the useful. It favors morality, but does so because morality favors pro-

duction. It favors honesty because honesty is favorable to exchange, and is, in every sense, the best policy. Moral science appeals to an enlightened conscience, and certain conduct is approved because it is *right*, or disapproved because it is *wrong*, and for these reasons only. Political economy appeals to an intelligent self-interest; and exchanges go on because they are mutually profitable, and for no other reason."

In a very able paper read before the Wisconsin state agricultural convention, in February, 1873, on "Production and Consumption, Demand and Supply," he said:

"While human society shall last, and human nature remain unchanged, there will always be grievances to meet and wrongs to be righted. No age nor nation has ever yet escaped this demand upon it, and none need hope to do so. The same impulses and imperfections in human nature which made the necessity for law and government in the beginning, still exist; and every step in the march of civilization, like a new turn of the kaleidoscope, presents a new phase of relationships and dependencies. To adjust these properly, they must be understood; to study them aright, prejudice and passion must give way to sober reason and sound judgment." This is as faultless in style as it is profound in thought.

Prof. Parkinson has prepared courses of lectures upon international law and English constitutional law; also partial courses upon American constitutional law and political economy. None of these have been published. His first lecture on international law, has this logical and well-written beginning:

"Man is by nature a social being. God willed society and the state. Man's inclinations and desires, physical and moral, irresistibly impel him to associate with his kind. Not only is society necessary for his highest and most perfect development, but necessary for the very existence of the race. But society, whether savage or civilized, necessitates some sort of government. Man is so constituted as to feel more intensely that which affects him directly than that which affects him indirectly. If this principle of man's nature were not checked

by some controlling power, it would lead to conflict between individuals and to general discord and confusion. This controlling power, wherever vested, and by whomsoever exercised, is government.

"Government, then, is necessary for the existence of society; society, for the existence of man and for the perfection of his faculties. Government had its origin in the two-fold constitution of man's nature,—his sympathetic or social instincts, constituting the remote, and his individual or selfish impulses, the direct or proximate occasion. But human governments must be administered by men. The same principles of our nature that make it necessary for government to exist, also make it necessary to place restraints upon the agents who administer it. Hence the necessity of a constitution. As government stands to society, so constitution stands to government. As the end for which society is organized would be defeated without government, so that for which government is established would be defeated without some sort of constitution. Government seems rather of God's ordination, and constitution of man's contrivance. Now, as God has willed the mutual intercourse of individuals, so has he willed the mutual intercourse of independent states. As the individual attains his highest development through the aid of society and the state, so the state itself, which is but an organized aggregate of individuals, may attain its highest development, and accomplish most nearly the end of its existence, through the instrumentality of the society of the nations. But the same tendencies which make government necessary to control individuals in their social and business relations, also necessitate some restraint upon independent states in their intercourse with each other. The instrumentality through which this restraint is exercised is international law."

Prof. Parkinson is a forcible speaker and a successful instructor. His clearness in illustration and earnestness of manner, give to his efforts as a teacher not only a happy effect, but a distinctive character.

## SKETCHES OF THE

### CHAPTER X.

TWELFTH, THIRTEENTH, AND FOURTEENTH UNIVERSITY YEARS  
—ORGANIZATION OF A MILITARY COMPANY IN THE UNIVERSITY—THE UNIVERSITY DURING THE WAR—REOPENING OF THE NORMAL DEPARTMENT—ADMISSION OF LADIES—FIFTEENTH UNIVERSITY YEAR—EX OFFICIO AND OTHER REGENTS  
—A DARK HOUR.

On the twenty-eighth of August, 1861, began the twelfth year of the University of Wisconsin. It ended June 25, 1862, with the graduation of Michael Leahey in the classical course, and Isaac N. Stewart in the scientific course. An oration was delivered before the alumni association by C. T. Wakeley, of the class of 1854. Subject: "The Heroes of the War." A poem was read by R. W. Hubbell, of the class of 1858, entitled, "Fit or Unfit." The thirteenth university year commenced the twenty-seventh of August, 1862, and ended June 24, 1863. There were graduated, Milton S. Griswold and Levi M. Vilas, in the classical course; Pitt Cravath and Frank Waterman, in the scientific course. The oration before the alumni association was delivered by J. M. Flower, of the class of 1856, and W. W. Church, of the class of 1861, read the poem. The twenty-sixth of August, 1863, was the beginning of the fourteenth university year; its ending, the twenty-fifth of June, 1864, with the graduation, in the classical course, of James L. High and W. I. Wallace; in the scientific course, of E. M. Congar, A. H. Salisbury and John C. Spooner. All the members of the senior class having, with one exception, left the state as volunteers, there were no commencement exer-

cises. The president of the board of regents and the dean of the faculty, afterward prepared diplomas and delivered them to the graduates.

A military company was organized among the students of the University at the beginning of the year 1861—the germ of the present military department. “All parties will agree,” said the faculty, in a communication to the regents, “that the state University ought to be, from time to time, so modified as best to meet the varying exigencies of the commonwealth whose name it bears. Nor are Milton’s words now less true than in the midst of that great English rebellion, when he declared that ‘education, if complete and generous, must fit a man to perform justly, skilfully and magnanimously, all the offices of war no less than of peace.’ Indeed, no state has ever, for a long period, neglected military culture.” Voluntary military drill was kept up by all the students through two-thirds of the year; and in their report of the next year, the faculty say that, “besides ennobling most who have left us for the army to start as officers, it has heightened the physical vigor of all who have shared in it, and thus given a sympathetic aid to true mental efforts.”

Although the catalogue of the University for the year ending June 26, 1861, does not mention the names of any students as having entered the army of the United States, seventeen, at least, of the eleventh university year (1860-61), were, at its expiration, serving their country “upon the tented field:” G. W. Ashmore, James Bull, John A. Bull, C. M. Campbell, Edwin Coe, J. W. Curtis, B. R. Ellis, E. C. Hungerford, M. Leahey, E. G. Miller, William Noble, Otis Remick, S. S. Rockwood, P. Norcross, H. D. Smith, H. Vilas, and W. A. Wyse. Of these, Ashmore, James Bull, Campbell, Miller, Norcross, Remick, Smith, and Wyse were the first to enlist,—joining the first company organized in Madison, Wisconsin, for the three months’ service. These were the patriots of the University, who first “went forth into the bloody struggle of those historic years.” By the end of the next university year,



the number of enlistments among the students had largely increased. Before the close of the war, not far from one hundred had served in the army,—being about one-third of the whole number connected with the institution during that period.

Said the regents of the University in their report for the fiscal year ending the thirtieth of September, 1863: "The war, which has called away from the state so large a proportion of our enterprising young men, who, if at home, would be found in seminaries of learning, has continued to affect unfavorably the attendance upon the college courses of study." They added what seems now almost a prophecy: "When the final triumph of the government and the conclusive suppression of rebellion shall again give peace to the country, there is reason to believe that multitudes of young men now in the army will be found seeking the benefits of a liberal education. It will be the duty and the aim of the board, in the meantime, to place and keep the University in such a condition as will enable it to do its part of the work which will then devolve upon the higher institutions of learning."

By the end of June, 1862, seventeen of the alumni of the University—there were forty-one in all—had joined the Union forces to war against secession: B. C. Slaughter, of the class of 1856; S. W. Botkin, T. D. Coryell, and Charles Fairchild, of the class of 1857; R. W. Hubbell and W. F. Vilas, of the class of 1858; A. C. Botkin, S. Fallows, and Edwin Marsh, of the class of 1859; W. P. Powers, J. E. Sutton, L. M. Comins, and F. T. Starkweather, of the class of 1860; H. Vilas, W. W. Church, A. Gillett, and M. Leahey, of the class of 1861; and the last named, also of the class of 1862. At the close of the war, the whole number of graduates, excluding the class of 1865, was fifty. Of these, twenty-five had joined the army. Just one-half, therefore, of the alumni of the University of Wisconsin took part in that terrible conflict of arms between the two sections of our country.

The University was represented, of course, on many battle-



fields during the war. Wherever their lots were cast, her sons reflected honor upon the institution. Some rose to high positions; some sank to early and distant graves. "They all fought the good fight; they kept the faith."

When, in 1855, the normal department—the second department in the University—the one defined in the organic act as that of "the theory and practice of elementary instruction"—was created by the regents, and Prof. Read placed in charge thereof, it was something new as a university course; at least, in the University of Wisconsin. The design was "to aid, encourage, and instruct teachers, and to awaken in all who might attend the course a deeper interest in that greatest work of human society, the proper education of its youth." But the course was largely a subsidiary one; and, as ladies, who were now rapidly coming to the front as teachers, were wholly excluded therefrom, it naturally languished until the change in the administration of the institution, when it was given up. This was done, however, with the expectation of its being renewed under more favorable auspices by Dr. Barnard. The latter, as has been shown, got no farther than ten weeks' normal instruction; but the precedent was established, during those weeks, of allowing ladies within the walls of the University.

Before the beginning of the spring term of 1863, the board of regents, with the cordial cooperation of the faculty, made provisions for the reopening of the normal department. Prof. Charles H. Allen, before that time, as already mentioned, an agent of the board of regents of normal schools in Wisconsin, was placed at the head of the newly organized department. Instruction began on the sixteenth day of March, 1863,—a somewhat memorable day in the annals of the University; for, what had before been done transiently, it was now proposed to do permanently. To the disgust of a few—to the pleasure of many—*ladies were admitted in the department, on equal terms with gentlemen*; and lectures in the university courses upon chemistry, geology, botany, mechanical philosophy, and English literature were free to all. What a daring innovation!

Says one in after years, who, at the opening of the new department, was in the junior class of the regular college course: "In due time came the sixteenth of March, in the year of grace, 1863; and with it came, alas, the normals! They came like an army with banners, conquering and to conquer; they came with bewitching curls, and dimpled cheeks, and flowing robes, and all the panoply of feminine adornment; and, worst of all, they came to stay!"\* During the first term, they numbered seventy-six. "The great aim of the department," said the regents, "will be to fit teachers for their arduous labor;" but they wisely added: "The doors will not be closed to any who desire, by close application, to secure thorough scholarship." After two terms of the "normal," the regents said: "The result thus far has abundantly established the practicability and usefulness of the department, and also that the advantages offered will be duly appreciated by those seeking to become teachers or thorough scholars."

A regular course had been arranged for the normal department. It included a junior year, a middle year, and a senior year, each of which consisted of three terms. There were taught mathematics, language, natural science, history, and philosophy. Instruction in the theory and practice of teaching, including object lessons, oral instruction, and other branches, was given by lectures and from reference books in the normal library, throughout the course. In the senior year, the pupils were thoroughly reviewed in educational history. General exercises in reading, orthography, writing, declamation, and recitation were continued as found necessary. Students completing satisfactorily the course in the normal department were to receive a diploma of graduation under the seal of the University.

During the thirteenth university year ending June 24, 1863, there were one hundred and eleven students in the new depart-

\*J. L. High, A. M. Vide his oration—"The University during the War,"—in daily Madison papers of June 20, 1877,—delivered at the alumni anniversary of that year.

ment. The fourteenth university year, ending June 22, 1864, had sixty present pursuing the regular normal course, all of whom were ladies,—yet the University survived! After the organization of this department and at the close of the thirteenth university year (June 24, 1863), the instructional force of the institution was the same as last mentioned, except that, during the first term of the twelfth university year (1861-2), John D. Parkinson was elected tutor in place of John B. Parkinson resigned, and there had been added Charles H. Allen as professor of normal instruction and Miss Anna W. Moody as preceptress in the normal department. The latter was succeeded by Miss M. S. Merrille, with Miss Clarissa L. Ware as assistant.

The fifteenth university year began August 31, 1864, and closed June 28, 1865, with the graduation in the classical course, of James Byrne and Philip Stein; in the scientific course, of J. M. Jones, George H. Pradt, Joseph Dwight Tredway, and Charles H. Vilas. There were also six graduates in the normal course: Mary A. Allen, Clara J. Chamberlain, Annie E. Chamberlain, Hettie M. Rusk, Lydia Sharp, and Annie E. Taylor. These were the first lady graduates of the University of Wisconsin. The oration before the alumni association was delivered by Sidney Foote, of the class of 1856. A poem was read by J. B. Parkinson, of the class of 1860. During the fourteenth and fifteenth university years, Orson V. Tousley held the office of principal of the preparatory school. The commencement of the sixteenth university year was on the thirtieth of August, 1865; its ending, the twenty-seventh of June, 1866. There were graduated in the classical course, James A. Blake, Arthur Peck; in the scientific, Frederick Scheiber, Wm. H. Spencer, John A. Spencer. In the normal course, Ellen Byrne, Abbie Gilbert, Anna J. Pickard, May B. Read, Agnes J. Sawyer, and Maggie J. Spears received diplomas from the regents. William F. Vilas, of the class of 1858, delivered the oration, and Pitt Cravath, of the class of 1863, read the poem, before the alumni association.

By an act of the legislature of Wisconsin, approved February 24, 1854, the state superintendent of public instruction became, by virtue of his office, one of the regents of the University. The position was then held by H. A. Wright, who continued in that office until the twenty-seventh of May, 1855, when he died. On the eighteenth of June following, A. C. Barry was appointed by the governor as Wright's successor, holding the position under the appointment and by election, until the close of 1857. The next superintendent of public instruction and *ex officio* regent was L. C. Draper, who continued in office during 1858 and the following year. Draper's successor was J. L. Pickard, who held the position from the commencement of 1860, to September 30, 1864, when he resigned. J. G. McMynn, the successor of Pickard, was by virtue of his office, a member of the board from October 1, 1864, to the middle of April, 1866, when the law of 1854 was repealed. The secretary of state, also, upon the taking effect of the before mentioned act, became *ex officio* a regent of the University. The position was then held by Alex. T. Gray. D. W. Jones was the incumbent for 1856 and the three following years; L. P. Harvey, for 1860 and three years subsequent thereto; Lucius Fairchild, for 1864 and 1865. Thomas S. Allen, as successor of the latter, was *ex officio* regent until the repeal of the law. Besides the state superintendent of public instruction and the secretary of state, there were two other *ex officio* members—chancellors of the University, as already noticed. These were John H. Lathrop and Henry Barnard. They were, of course, regents only so long as they retained the office of chancellor.

In addition to the regents *ex officio*, there were, from the close of 1851 to the middle of April, 1866, beside those holding over from previous years, thirty-one, who were either elected by the legislature, or appointed by the governor to fill vacancies. They were Chauncy Abbott, L. B. Vilas, J. K. Williams, J. P. Atwood, Charles Dunn, E. Wakeley, Nelson Dewey, E. M. Hunter, Beriah Brown, A. L. Castleman, S. L.

Rose, E. S. Carr, H. A. Tenney, O. M. Conover, M. M. Davis, H. C. Hobart, Carl Schurz, B. E. Hutchinson, Theodore Prentiss, Edward Salomon, John W. Stewart, M. Frank, H. D. Barron, Geo. B. Eastman, D. Worthington, G. W. Hazelton, H. S. Magoon, D. H. Muller, H. P. Strong, and Charles Thayer. By an act approved February 14, 1865, the regents were entitled to receive the same mileage as members of the legislature, for every mile traveled in going to and returning from the place of their annual meeting, provided the amount of mileage paid to any one of the board should not exceed fifty dollars in one year; but this law was amended by an act approved April 12, 1866, allowing each regent the actual amount of his expenses in traveling to, and attendance upon all their meetings, or incurred in the performance of any duty connected with the University, if under the direction of the board.

The end of the sixteenth university year (1866), brought with it a radical change in the University of Wisconsin. The institution had thus far "dragged its slow length along," without one dollar having been appropriated by the state for its support. The fund upon which it had hitherto depended for existence, had, from time to time, been diminished by paying out, in all, over ten thousand dollars as expenses for taking care of its lands and keeping an account of its finances. In addition to this, an act was passed in 1862 "to appropriate from the capital of the university fund a sufficient sum to pay the debts against the institution;" that is to say, the board of regents was "authorized to apply a sufficient sum of the principal of the university fund to pay any and all indebtedness" before that time "created under any law" of the state for the erection of any of the buildings of the University. Under the provisions of this act, one-half of the capital of the institution "was sunk into oblivion;" at least, one-half of the university fund, upon the interest of which the life of the institution depended, disappeared under this statutory enactment. For the first university year (ending in 1851), the income was,

in round numbers, nineteen thousand dollars; for the eleventh (ending in 1861), thirteen thousand; for the sixteenth (ending in 1866), less than twelve thousand. But just here, at this dark hour of its history—of its prospects—the day dawned.

## UNIVERSITY OF WISCONSIN.

### CHAPTER XI.

THE CONGRESSIONAL AGRICULTURAL COLLEGE ACT OF 1862—  
ADDITIONAL LAND GRANT TO THE UNIVERSITY—LEGISLATIVE  
ACT OF 1866, REORGANIZING AND ENLARGING THE UNIVERSITY—PROF. W. W. DANIELLS.

On the second day of July, 1862, an act of congress was approved, donating public lands to the several states and territories which might provide colleges for the benefit of agriculture and the mechanic arts. This is generally known as the congressional agricultural college act. By the provisions of this law, there was granted to the several states for the purpose of creating a perpetual fund, the capital of which should remain forever undiminished, except in certain cases, and the interest of which should be inviolably appropriated by each state which might take and claim the benefit of the act, an amount of public land to be apportioned to each state, equal to thirty thousand acres for each senator and representative in congress to which the states were respectively entitled by the apportionment under the census of 1860, for the endowment, support, and maintenance of at least one college where the leading object should be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states might respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

As Wisconsin, at the date of the approval of this act, had

two senators and six representatives in congress, she was entitled to two hundred and forty thousand acres of the public land within her limits, not otherwise appropriated. By an act of the legislature approved April 2, 1863, "the lands, rights, powers, and privileges granted to and conferred upon the state," by the law of congress before mentioned, were accepted "upon the terms, conditions, and restrictions" contained therein. So it was, that another and larger trust than the two previous ones giving four townships of land, was conferred upon Wisconsin. The first thing to be accomplished was the selection of the lands. The governor was authorized and required to appoint two commissioners for that purpose. When the lands were selected, the governor was immediately to take measures to have the selection approved by the secretary of the interior, and certified to the state of Wisconsin. The whole two hundred and forty thousand acres were located in the counties of Chippewa, Clark, Dunn, Marathon, Oconto, Polk and Shawano. Now that the state was in possession of this munificent gift, the question to be determined by the beneficiary, was, how shall the trust be best executed? It was answered by adding the income of the fund to be derived from the sales of these lands to the endowment of the University of Wisconsin.

On the twelfth day of April, 1866, was approved "an act to reorganize and enlarge the University of Wisconsin, and to authorize the county of Dane to issue bonds in aid thereof." It was declared that, to provide the means of acquiring a thorough knowledge of the various branches of learning connected with the scientific, industrial, and professional pursuits, should be the object of the institution, which should consist of a college of arts, a college of letters, and such professional and other colleges as from time to time might be added thereto or connected therewith.

It was provided that the college of arts should embrace courses of instruction in the mathematical, physical, and natural sciences, with their applications to the industrial arts,



such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture, and commerce,—in such branches included in the college of letters as should be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits,—and in military tactics. As soon as the income of the institution should allow of it, the courses in the sciences and their application to the practical arts, in such order as the wants of the public should seem to require, were to be expanded into distinct colleges of the University, each with its own faculty and appropriate title.

Another provision of the act made the college of letters to be coexistent with the college of arts, and declared that it should embrace a liberal course of instruction in languages, literature, and philosophy, together with such courses or parts of courses in the college of arts, as the authorities in the University should prescribe. The institution, in all its departments and colleges, was thrown open *alike to male and female students*; and all able-bodied male students, in whatever college, should receive instruction and discipline in military tactics, the requisite arms for which were to be furnished by the state.

The government of the University was vested in a board of regents, to consist of fifteen members, to be appointed by the governor, two from each congressional district in the state, and three from the state at large. The regents were to have power, and it was made their duty, to enact laws for the government of the University in all its branches; to elect a president of the institution, and the requisite number of professors, instructors, officers, and employes, and to fix their salaries; also to determine the term of office of each, and the moral and educational qualification of applicants for admission to the various courses of instruction. But no instruction, either sectarian in religion, or partisan in politics, was ever to be allowed in any department; and no sectarian or partisan test should ever be allowed or exercised in the appointment of regents, or in the election of professors, teachers, or other officers, or in

the admission of students to the institution, or for any purpose whatever.

The president of the University was made president of the several faculties, and the executive head of the institution, in all its departments. The immediate government of each college was intrusted to its faculty; but to the regents was given power to regulate the courses of instruction, and to prescribe the authorities used therein, and also to confer such degrees and grant such diplomas as are usual in universities, or as they might think appropriate.

For the endowment and support of the University, there was appropriated not only the income of the fund to be derived from the agricultural college lands, as before mentioned, but the income of the University fund proper, arising out of the sales of university lands previously donated by the general government, and all such contributions as might be derived from public or private bounty.

The act also provided that immediately upon the organization of the new board of regents, arrangements should be made for securing, without expense to the state, or to the funds of the University, not less than two hundred acres of suitable lands, including the university grounds, for an experimental farm. The regents were required to make such improvements thereon as would render it available for experimental and instructional purposes, in connection with the agricultural course in the college of arts. It was thus, that, so far as legislation alone could accomplish it, the University of Wisconsin was lifted out of the "academic rut," where it had been struggling for existence during the previous sixteen years, and placed upon an enlarged basis commensurate with the true idea of what the leading institution of learning in a state should be. The credit of drafting the bill (the main features of which have just been given) which became a law, and is still, to a great extent, in force, is due largely, if not entirely, to John W. Hoyt, now governor of Wyoming territory.

William Willard Daniells, M. S., was called to the chair of agriculture, in the University, in 1868. He was born in West Bloomfield, Oakland county, Michigan, March 10, 1840,—residing afterward with his parents in Detroit, and later at Wacousta in the same state. His early education was obtained in the schools of those places and at a private academy in Lansing, where, in 1860, he entered the Michigan agricultural college, graduating, in 1864, with the degree of bachelor of science, and receiving three years afterward, that of master of science. Immediately upon his graduation, he was chosen an assistant to the professor of chemistry in that institution, beginning his work at once as laboratory instructor.

Prof. Daniells spent a portion of the year 1866 and the two following years in the chemical laboratory of the Lawrence scientific school of Harvard university—then a special training school for chemists—under the instruction of Dr. Wolcott Gibbs. In 1867, he was chosen an assistant professor of chemistry in the Michigan agricultural college, but performed no work under that appointment; for, in February of the next year (being still at Cambridge), he was elected, as before mentioned, to the professorship of agriculture in the University of Wisconsin,—entering immediately upon the duties of his office. In 1869, his chair was changed to that of analytical chemistry and agriculture; and, in 1875, to that of chemistry and agriculture, which position he now occupies.

Upon assuming the chair of agriculture in the University, in February, 1868, Prof. Daniells made a plan for converting the basement of the south wing of university hall—the only available place—into a chemical laboratory. The plan was accepted and the room fitted up during the following summer vacation. This was the first chemical laboratory the institution possessed; indeed, the first laboratory of any kind established therein. Science-teaching had, before that time, been only lecture-room instruction. During the spring of 1868, before the completion of the laboratory, Prof. Daniells gave laboratory instruction in chemistry daily to a single student,

using an old carpenter's work-bench for a laboratory table, in a room which was literally a cellar, with a board floor. (Contrast that with the magnificent arrangements in science hall, of to-day!) The completion of the laboratory before the opening of the fall term of 1868, gave comparatively comfortable quarters for laboratory instruction in chemistry. The study, however, for some years after, was only elective; students who desired pursuing it, being compelled to take it in addition to their other required studies. The building up of the department of chemistry from the small beginning mentioned, to its present advanced condition, has been Prof. Daniells' most useful and important work in the University.

No observations of meteorological phenomena were being taken in Madison upon the arrival of Prof. Daniells in the city in 1868. Believing that the University of Wisconsin should at least observe and record daily such natural phenomena as pertained to the weather, he asked and obtained permission to take meteorological observations at the institution. These were continued three times daily under his charge up to October, 1878, when a United States signal service station was established in Madison. The observations have been published in the annual reports of the board of regents and are a valuable series of papers.

In 1873, Prof. Daniells received the appointment of chemist to the state geological survey, and during its continuance he did much the larger proportion of its mineral analyses and assays. Such work, although it makes little showing upon the printed page, requires much time and skill to accomplish. As professor of agriculture in the University, he has prepared a series of reports of experiments performed upon the University farm. These have been published in the annual reports of the board of regents, beginning with that of 1868, and have proved interesting and valuable to the agricultural interests of Wisconsin.

Of the public addresses of Prof. Daniells, there may be mentioned as especially worthy of commendation,—“The

Chemistry of Bread Making," published in the transactions of the Wisconsin state agricultural society for 1870; "Some of the Relations of Science to Agriculture," delivered before an agricultural convention in Madison, Wisconsin, 1871; "Laws of Heredity, Applied to the Improvement of Dairy Cows," before the northwestern dairymen's association, at Elgin, Illinois, January 17, 1872; "Some of the Wants of American Farmers," Monroe county (Wisconsin) fair, same year; "The Conservation of Forces, Applied to the Feeding, Watering, and Sheltering of Farm Stock," northwestern dairymen's association, January, 1873; "Industrial Education," before an agricultural convention, Madison, 1873; "Hard Times—a Cause and a Remedy," state fair, Milwaukee, September 8, 1874; "Objects and Methods of Soil Cultivation," state agricultural convention of Wisconsin, 1875; "Chemical Principles of Stock-feeding," Wisconsin dairymen's association, January, 1877; "Health in Farmer's Homes," state agricultural convention of Wisconsin, 1878. Most of these addresses, as indicated by their titles, treated of the applications of science to agriculture.

Prof. Daniells is a member of the Wisconsin academy of sciences, arts, and letters; he has read before it several papers of marked ability; one, on the "Results of the Analysis of Certain Ores and Minerals;" another, on the "Absorption of Arsenic by the Human Liver;" a third, on the "Results of the Analyses of Catlinite [pipe stone], from Minnesota and Wisconsin; and a fourth, on the "Retardation of the Wind in the Wisconsin Tornadoes of May 23, 1878." Prof. Daniells has also written an able and interesting paper on these tornadoes, which is published in the report of the regents of the University of Wisconsin for 1878. Accompanying these "Investigations" is an accurate map of the tracks of the wind. Three plates illustrate the subject. He is also the author of an excellent article on "Agriculture in Wisconsin," written for Snyder, Van Vechten, and company's historical atlas of the state, published in 1878.

Though literature is not the chosen field of Prof. Daniells, and though he has written no books, still, in putting his thoughts on paper, he has a way—a style—that is pleasing and effective. Sometimes he reaches the picturesque; as, for example, in this contrast between farming fifty years ago and now:

“Fifty years ago, when the wants of all were fewer than they now are; when the farmer threshed his grain with a flail; when he mended and often made the shoes for the family; when the wife spun the flax and wool, wove the fabric, and made their clothing; when reapers and mowers, gang-plows and horse-hoes, seed-drills and corn-planters, hay-tedders and horse-forks were unknown,—farmers were, in a high degree, independent. But the farmer of to-day is living in quite another age. He is now but the producer of raw material, and is just as dependent upon men following the other various pursuits of life as they are upon him.”

Through all his papers there runs a vein of practicality—of matter-of-fact—to be expected of a devotee to science. Take this extract from “Industrial Education:”

“There is no other question that occasions so much perplexity and anxiety among those interested in education, and the educational institutions of to-day, as this: ‘What course of study is best suited to the college curriculum?’ \* \* \* Gradually old landmarks are being removed. Old methods are, by degrees, being replaced by new ones. Natural science and modern languages are forcing themselves into the college course, not to replace the classics, but to share with them in the education of men.

“The introduction of science into the schools of the country has brought with it another element. \* \* \* It is the demand for practical education. Not only must science be taught, but it must be so taught as to aid men whom the old education did not reach. The farmer, the engineer, the miner, the machinist, and the manufacturer, all need the assistance it can render. They are all dealing with science—

nature's laws—and for them the demand has come for practical education.”

There is a terseness in Prof. Daniells' manner of expressing his ideas well adapted to the closeness of thought characteristic of scientists. For example:

“The doctrine of the correlation and conservation of forces, is now recognized to be of universal application, wherever force in an active or potential form exists. This doctrine holds that force, like matter, is indestructible, and that, as a consequence, the amount of force in the universe is as definite and fixed as is the amount of matter of which the universe is composed. Although we cannot destroy force, we can cause it to change its form, and manifest itself in some other form, as in light, heat, electricity, or chemical attraction.

“Force is made manifest to our senses by its tendency to produce or retard motion, and hence, only that which tends to produce motion, or tends to stop motion already produced, is commonly regarded as force. Yet we learn by their mutual relations, and by their capability of being converted, the one into the other, that heat, light, electricity, and chemical attraction are but different manifestations of what, when it produces motion, we recognize as force.”

Prof. Daniells has long been recognized as one of the most successful instructors in the University, both in the class-room and laboratory, his principal characteristics as a teacher being, perhaps, his extreme accuracy and faithfulness. The peculiar demands of laboratory instruction, quite unlike those of ordinary class-room teaching, he meets with especial success. He *knows* what he knows, but without ostentation or pride of opinion; and his answer to a question is prompt and to the point.

## SKETCHES OF THE

### CHAPTER XII.

THE LAW OF 1866 A CONTINGENT ONE—APPOINTMENT OF REGENTS—PURCHASE OF AN EXPERIMENTAL FARM—THE UNIVERSITY AT DATE OF REORGANIZATION—ATTEMPT TO OBTAIN A PRESIDENT—PROF. J. E. DAVIES.

The act of the legislature of Wisconsin of 1866, reorganizing and enlarging the University, depended for its effectiveness wholly upon Dane county. To enable the board of regents to purchase land in the vicinity of the University for an experimental farm, and to improve the same, the board of supervisors of that county were authorized and empowered to issue bonds bearing interest at the rate of seven per cent. per annum, interest payable annually, for the amount of forty thousand dollars, the bonds to be payable on or before the first day of January, 1868, at such place as might be determined by the supervisors. The bonds so issued were to be delivered to the board of regents of the University, who were to faithfully apply the same, or the proceeds thereof, together with all contributions made for that specific purpose, to the purchase and improvement of the lands for such experimental farm. It was, however, provided, that if Dane county, by its proper officers, did not make provision for the issue and delivery of the bonds within thirty days after the passage of the act; and if, in such case, the citizens of that county, should fail within thirty days after the expiration of the first mentioned period to furnish guarantees satisfactory to the secretary of state that the amount of forty thousand dollars should be



placed at the disposal of the regents at their first meeting;— *then the act was to be null and void.* But “the county of Dane” made provision for the issue of the bonds within the period of thirty days; and the act not only took effect “from and after its passage,” but remained in force and is still, to a great extent, a law of the state.

On the 25th day of May, 1866, the governor appointed, in accordance with the act of reorganization, R. B. Sanderson, J. Cover, John G. McMynn, F. O. Thorpe, M. B. Axtell, as regents for one year; John B. Parkinson, A. L. Smith, B. R. Hinckley, Samuel Fellows, and Jacob S. Bugh, for two years; Jackson Hadley, C. S. Hamilton, Edward Salomon, Angus Cameron, and N. B. Van Slyke, for three years. Thomas S. Allen, secretary of state, became, by virtue of his office, secretary of the board of regents; and state treasurer, W. E. Smith, became treasurer of the board.

The new regents held their first meeting on the twenty-seventh day of June, 1866; perfected their organization; received the bonds, amounting to forty thousand dollars, from Dane county; and succeeded to the custody of the books, records, buildings, and all property of the University delivered to them by the former board of regents.

One of the first duties devolving upon the board of regents was the purchase of an experimental farm. After a full and thorough examination of such lands as were offered them for that purpose, and such others as they believed could be obtained, they bought that part of section fourteen, in township seven north, of range nine east, lying west of the University grounds; also, that part of section twenty-three, in the same township and range, lying between the “Sauk road” on the south, and the tract in section fourteen adjoining on the north; also, five town lots adjoining the University grounds on the southwest corner; comprising, in all, about one hundred and ninety-five acres, at a cost, in round numbers, of twenty-seven thousand dollars.

Up to date of its reorganization, no one who was at all famil-

lar with the history of the University, could have failed to observe that the principal cause of its apparent want of success lay in the fact that the institution had been managed for a number of years without a chancellor,—a necessity the former regents were compelled to submit to on account of the crippled financial condition of the institution and the insufficiency of its income. The acting chancellor—Prof. J. W. Sterling—did all he could to make the University a success, it is true; but the powers granted him were too limited to carry forward plans necessary to advance the interests of the institution to any great extent. Although the new board of regents found the University, so far as its available means of support were concerned, in scarcely a better condition than it was left by the old board; and, although the act of reorganization called for a much more extended field of instruction than had previously been given; there was a determination to press forward the work, and for these reasons: the agricultural college fund would, in a few years, increase the income of the institution; and the annual expenses heretofore charged by the state for the management of its fund were, in future, not to be withdrawn from its resources. Beside, the legislature had required the regents to *undertake* the reorganization upon a more extended plan, and it was manifest that the citizens of Wisconsin were feeling a deeper interest in the University than at any previous time. The next step for the regents to take was, to obtain the services of a fit and capable person as president.

The first choice of the regents fell upon J. L. Pickard, before that time and for some years superintendent of public instruction in Wisconsin, and at that date superintendent of schools in Chicago; but the board failed to obtain his services. They next tendered the office of president to Prof. Paul A. Chadbourne, who, for the time, declined the position. This compelled the regents to begin the seventeenth university year (1866–1867) with the faculty previously employed, and mainly with the old course of instruction.

In 1868, John Eugene Davies, A. M., M. D., was, as suc-

cessor to Prof. Carr, called to the chair of natural history and chemistry, in the University, filling that position, and at the same time teaching astronomy, until 1875, when his office was changed to astronomy and physics. This chair he still occupies; but, after the present university year (1878-1879), it will include physics only. He was born on the twenty-third of April, 1839. When he was two years of age, his parents removed from Clarkstown, New York, to the city of New York. He was sent to the public school until twelve years old, when he passed, by examination, into what was then the Free Academy, now the College of the City of New York. Here he chose the modern classical course, in which Latin and French took the place of Greek. In 1855, he came with his parents to Wisconsin, continuing his studies as best he could,—meanwhile teaching school in the winter and doing farm work in the summer.

In the spring of 1859, he entered Lawrence university at Appleton, Wisconsin, as a third-term sophomore. He continued two years in the junior class to make up Greek, graduating in the summer of 1862, with honor because of extra attainments in mathematics and astronomy. At the solicitation of a friend who was a physician, he began the study of medicine, although having no special predilection for that profession; it was his idea, however, that it would keep him nearer science than either of the other professions. He had only studied two months when the battle of Pittsburgh Landing was fought and there was another call, by President Lincoln, for troops. This induced him to join the army. His experience as a soldier was varied and interesting. He enlisted as a private in the twenty-first Wisconsin regiment of volunteer infantry, marching with it to Covington, Kentucky; afterward to Louisville, during the approach of General Bragg from Chattanooga. In both these places, he served in the trenches and performed such duties as fall to the lot of a private soldier in time of war.

On the retreat of Bragg, without any effort on his part, but

through the kindness of the surgeon of his regiment, he was put on detail duty by Major-General Buell, being quartered in one of the hospitals of Louisville. Here he remained some months. He was afterward appointed sergeant-major of his regiment, and was in the battles of Chickamauga and Mission Ridge. He served subsequently, for six months, on picket-duty, on the top of Lookout mountain, Tennessee. He was with his regiment in all its fighting, on the march to Atlanta, Georgia, and around that city, and on its backward march to Chattanooga, when General Hood undertook his flank movement upon Nashville but was beaten back by Thomas. He afterward saw Atlanta burned, and went under Sherman upon his famous "march to the sea." He was recommended for promotion at this time, but owing to the cutting off of all communications, he did not receive his commission as first lieutenant until the army entered Goldsborough, North Carolina, after the battle of Bentonville. He marched home with his regiment by way of Richmond to Washington, having served his three years without a day's furlough. His war record is one he can look back upon with pride; it is just such a record as might be expected from a man of his character, who, from love of country only, entered the union ranks as a private, and, in comparatively humble positions, served his whole time with courage and fidelity.

He resumed his medical studies in 1865, at the Chicago medical college, receiving the degree of doctor of medicine in the spring of 1868, he having continued in attendance at clinical lectures in Cook county hospital and Mercy hospital, in that city, until the end of August, 1868, when he came to Madison, Wisconsin, to assume the duties of professor in the University, to which position he had been elected, as before mentioned. While in Chicago, he was one year a professor of chemistry at the Chicago medical college, and gave lectures on inorganic and organic chemistry and toxicology. This position he resigned upon being called to the chair of natural history and chemistry in the University of Wisconsin.

The chosen field of Prof. Davies is *science*. Therein has been his principal and most successful work; but, an article on "Correlation of Forces in Physiology and Medicine," published in the transactions of the Wisconsin state medical society for 1872, shows that *letters* have not been neglected by him while investigating the laws of nature. "The growth of science," are his words, in the opening paragraph, "for the past three hundred years, has tended to one result, namely: to prove, as a truth, the conservation or indestructibility of matter and force. Physical science and chemical science unite in showing that, however matter or force may change its form, it is still undestroyed; and may sooner or later be brought back to its initial form, again to change in a similar manner under similar circumstances, the sum total being constantly the same. This great principle, stated abstractly, is as follows: The whole work done, in any time, on any limited material system, by applied forces, is equal to the whole effect in the forms of actual and potential energy produced in the system, together with the work lost (if any) by the resistance of the parts of the system among themselves; for example, by friction. This is the statement of the law of conservation of force." And, it may be added, it is a statement remarkable for its conciseness and clearness.

Prof. Davies is a member of the Wisconsin academy of sciences, arts, and letters, and has been the general secretary from its organization. Papers read by him and printed in its transactions are, (1) "On Potentials and their Application to Physical Science;" (2) "Recent Progress in Theoretical Physics;" (3) "The Magnetic Rotary Polarization of Light"—a continuation, in reality, of the paper last mentioned. These contributions not only evince careful thought upon the subjects they discuss, but also comprehensiveness in the study of science generally. Of the range of his scientific inquiries, the following sentence from the introduction to his review of the progress of the physical sciences, will serve as an example:

"A complete review of these researches [which constitute the

recent notable theoretical advances in physical science] would include Clausius' remarkable theorems upon the mechanics of a great number of molecules, and Boltzmann's results in the same direction, together with their application to the theory of heat; the studies of Helmholtz and Thompson upon the vortex motion of fluids and their analogues among magnetic forces and electric currents; Thompson's explanation of the magnetic rotation of the plane of polarization of circularly polarized light, first experimentally shown by Faraday; the experimental researches of Jamin, Rowland, Stoletow, Bouty, and others, in magnetism; Rankine's hypothesis of molecular vortices; Clerk Maxwell's wonderful electro-magnetic theory of light, with the experimental researches thereon, by Boltzmann and others; the explanation of anomalous dispersion, by Ketteler of Bonn; the mathematical relations of vibratory and translatory motions in fluids, by Challis; the explanation of the blue color and polarization of the sky, by Lord Rayleigh, as also his remarkable results upon resonance and sound generally; the mathematico-physical discoveries of Kirchoff; the Kinetic theory of diffusion, conduction, and radiation, by Maxwell; the thermo-electrical researches of Tait; and many other researches as well, all tending to the simplification and unity of the physical sciences, by showing a probable similarity or identity of cause for the most diverse phenomena."

An article contributed to the state board of health of Wisconsin, by Prof. Davies, upon "The Value of Vital Statistics," is a very able paper, showing the necessity for collecting such statistics on a large scale and for extended periods of time, and also showing that the results of such labors exhibit a remarkable degree of uniformity, and tend to the establishment of great laws. In his opening, he says:

"In most of the questions of life, even the most momentous, our actions are based upon mere probability. Representing absolute certainty by *one*, in nine-tenths of our decisions concerning common affairs, we are doubtless determined to act by probabilities whose numerical value does much exceed *one*-

*haly*; while, in many cases, where great prizes are at stake, or the consequences of failure are very disastrous, we do not hesitate to take up with one chance among a thousand or a million; and we sometimes feel compelled to act, even if blindly, under the influence of hope or fear,—meanwhile, utterly ignorant as to whether we have a single chance for us, among the infinitude of possible chances for and against us. It is, nevertheless, always an advantage to know beforehand, if we can, the numerical value of a risk; even where, from the nature of the case, we are unable to change, in any manner, the circumstances that govern this numerical value. We can thus act intelligently, and are able to fix responsibility where it belongs. We trace more readily the connection between cause and effect, and we are better able to judge whether supposed causes are such in reality or not.”

Prof. Davies is an active co-laborer upon the United States coast survey. He has sent to the superintendent of this work at Washington, twenty-three manuscript volumes of records of horizontal angles of the trigonometrical survey of Wisconsin; fourteen volumes of vertical angles; ten volumes of records of measurement of the triangulation base-line near Spring Green, Wisconsin; two volumes of records of ordinary levels; two volumes of reconnaissance for the triangulation of Wisconsin; two volumes of descriptions of stations selected as triangulation points in Wisconsin; five volumes of computations: making, in all, fifty-eight manuscript volumes.

The coast survey department, at the request of Prof. Davies, applied, some time since, to the board of regents of the University for the erection of a magnetic observatory upon the University grounds. The officers of the survey proposed to furnish all the necessary instruments, and assume the care and cost of superintendence, upon the simple condition that the University would provide the building required for conducting the observations prescribed. The interests of science as well as state pride, dictated a prompt acceptance of the proposal. The result has been the construction of the observatory, under the

personal direction of an officer of the survey. Since its completion in 1876, it has been under the general supervision of Prof. Davies.

In the profession of teacher, *to have* thoughts is, of course, of the first importance; next to this in value is *to express* them with readiness and perspicuity. The chief characteristic of Prof. Davies' instruction is, his bringing constantly to bear a large amount of scientific information, in a ready, clear, and interesting manner. His attainments in mathematics are justly recognized as placing him among leading mathematicians of the United States. He reads extensively, and reasons closely. He is skillful in the use of apparatus, knowing well the great advantages the student derives from proper adjuncts and appliances. Pupils under his instruction, as they advance in their classes, are more and more impressed with the idea that, within the scope of his professorship, they have a thoroughly competent leader. This is the real and unfailing test of the successful teacher, in any department of science.



UNIVERSITY OF WISCONSIN.

CHAPTER XIII.

THE SEVENTEENTH UNIVERSITY YEAR—PECUNIARY ASSISTANCE BY THE STATE—AMENDATORY LAW OF 1867—PAUL A. CHADBOURNE ELECTED PRESIDENT—RECONSTRUCTION MEASURES ADOPTED—THE NORMAL DEPARTMENT CONTINUED—PROF. STEPHEN H. CARPENTER.

The seventeenth university year began on the twenty-ninth of August, 1863, and ended June 23, 1867, with the graduation, in the classical course, of Jotham Scudder; in the scientific course, of George Cross, Karl Ruf, Albert H. Southworth, and Wm. A. Truesdell. There were, likewise, thirteen graduates in the normal course: Mary L. Craig, Isabel Durrie, Annie M. Gorum, Delia M. Isham, Ella Larkin, Mary S. Lyman, Anna McArthur, Carrie Nelson, Emma R. Phillips, Lizzie Robson, Charity Rusk, Emma W. Sharp, Addie O. Wadsworth. The oration before the alumni association was delivered by J. B. Parkinson, of the class of 1860. The poem was read by Alexander C. Botkin, of the class of 1859. During this university year, Prof. Read resigned the professorship of mental, ethical, and political science, rhetoric, and English literature; and was succeeded by Stephen H. Carpenter, A. M., who was appointed by the executive committee of the University to fill the chair until the next commencement. Prof. Read died, on the third of October, 1878, in Keokuk, Iowa, and was buried, on the sixth of the same month, in Forest Hill cemetery, near Madison, Wisconsin.

The regents of the University, although disappointed and embarrassed by their failure to secure the services of a proper person as president, did not slacken their efforts toward reorganization, under the law of 1866. Confidence on part of the public increased, and the legislature of the state felt its effect,—inducing a more liberal policy than had before been pursued by that body. By an act approved April 5, 1862, there had been appropriated from the capital of the university fund, a sum sufficient to pay the debts at that date existing against the institution; and this sum it was now proposed to return;—that is to say, it was proposed that the interest on that amount should be paid annually, by the state, to the University, for at least ten years. So an act to that effect was passed, and approved April 6, 1867. This pecuniary assistance amounting to a little over seven thousand three hundred dollars annually, was much needed; and although the sum allowed could not be rendered available for a year, the effect of the action of the legislature was immediately felt; as it was now clearly seen, that the University was placed in a condition financially, where solid and permanent organization and development were not only possible, but extremely probable. Up to this time, Wisconsin had not donated a dollar to the University. Its funds, its grounds, and its buildings, were all, in fact, the benefaction of the general government. Its professors had been paid from the same source; while the experimental farm was the gift of Dane county. Nor, had any private donation assisted the institution, as yet, in any very material way.

By the act of 1866, the University, in its several departments and colleges, was thrown open alike to male and female students. It was this clause of the law that stood largely in the way of obtaining a suitable person as president. It was believed that to attempt to carry out this provision of the act, in its full scope, would not only be injurious to the future prospects of the University, but would almost certainly result in the failure of any one who should attempt the admin-

istration of affairs of the institution as president. To secure therefore, the services of a thoroughly competent and experienced educator as head of the University, it was necessary that the law should be amended, so as to give the board of regents the power to admit female students, under such rules and regulations as they might deem proper; that is, it was believed absolutely necessary that the board should have authority to create a separate female department, and make the necessary regulations concerning the participation of females in the different branches of university studies. The legislature was not slow in responding favorably to the wishes of the regents in that regard; and, by a law approved April 10, 1867, the University was opened to female as well as male students, *under such regulations as the board of regents might deem proper.*

On the twenty-second day of June, 1867, the presidency of the University was again offered to Prof. Chadbourne, who accepted the position, now that (what seemed to be) the two principal obstacles to the prosperity to the institution had been removed. He entered at once with great zeal and ability upon the task of reorganization. The regents, by a vote, declared it inexpedient to elect any of the old faculty to positions in the reorganized institution, and with highly complimentary resolutions dismissed them from their offices: so that now a new faculty was to be selected; new courses of study were to be provided; and the ladies' department was to be adjusted in its relations to the University.

At the end of the seventeenth University year (1866—1867), the reconstruction of the faculty began. Paul A. Chadbourne, president of the institution, took the chair of mental and moral philosophy. John W. Sterling was temporarily retained from the old faculty, and subsequently re-elected to the chair of natural philosophy and astronomy;—Ezra S. Carr was likewise retained, for the time, as professor of chemistry and natural history, but afterward resigned; J. B. Parkinson became professor of mathematics and principal of the preparatory de-

partment; William F. Allen, professor of ancient languages and history; T. N. Haskell filled the chair of rhetoric and English literature; while B. E. Harmon and Amos Thompson, were chosen tutors. Miss Elizabeth Earl was elected to the office of preceptress in the normal department, and Miss Clarissa Ware retained as associate preceptress. Miss Frances Brown was employed as teacher of music, and Miss Louisa Brewster as teacher of painting and drawing.

Under the law of 1833, the regents could do no less than organize, for the University, a college of arts and a college of letters. The plain intent of the act, so far as appertained to the college of arts was, that it should provide not only for a general scientific education, but also such a range of studies in the applications of science as to meet the wants of all those who might desire to fit themselves for agricultural, mechanical, commercial, or strictly scientific pursuits. A course of study was therefore adopted in that college, which it was believed would provide for a sound education in the elements of science; at the same time great freedom was granted each student in choice of studies. Agriculture was made one of the elective studies; and it was the intention of the regents to choose, at the earliest practical moment, a professor in that department.

The intent of the law, as to the college of letters, could not be misunderstood. It must "be co-existent with the college of arts," and embrace a liberal course of instruction in language, literature, and philosophy, together with such courses or parts of courses in the college of arts, as the authorities of the University might prescribe. The course adopted included mathematics, Latin, Greek, French, antiquities, German, natural history, chemistry, physics, civil polity, astronomy, mental philosophy, English literature, logic, moral philosophy, rhetoric, æsthetics, natural theology, analogy, and history. Lectures were to be given on the laws of health and methods of study, on human anatomy, and on evidences. There were also to be themes, declamations, critical essays, and forensic disputations, weekly.

It was a provision of the law of 1866, that professional and other colleges might from time to time be added to the University. To this branch belonged the normal department; and, at date of reorganization, none other was added. This college was continued by the regents for the purpose of furnishing a thorough education for ladies. It may be said, in this connection, that, although the University, under the amendatory law of 1867, was not open *alike* to male and female students, "in all its departments and colleges," liberality at once characterized the action of the regents; for, in their report for the year ending September 30, 1867, they say: "The normal room and boarding house are under the immediate care of the preceptress, but instruction is given to the normal classes by the president and all the professors of the University. Students, in this department, may also attend all university lectures; and may, in addition to the course of study prescribed for graduating, elect any study in the college of arts or letters." It was thus, step by step, slowly but surely, that the problem of "co-education of the sexes" (so far, at least, as the University of Wisconsin was concerned) was being solved.

In 1868, Stephen Haskens Carpenter, A. M., was elected to the chair of rhetoric and English literature in the University, as the successor of Prof. Haskell. He was born in Little Falls, Herkimer county, New York, August 7, 1831. His early education was given him at his home. He prepared for college at Munro academy, Elbridge, New York. In 1848, he entered the freshman class of Madison university at Hamilton, that state, afterward, in 1850, entering the junior class of the university of Rochester,—graduating with the degree of bachelor of arts, in 1852. He had early shown a predilection for the classics; and having been taught Latin at home, in his youth, he was enabled to continue the study in college with more than ordinary success. To the Greek, also, he gave a good deal of attention; so that, at his graduation, his reputation was excellent for his attainments in both languages. After graduating, he came to Wisconsin.

Of his arrival in Madison, says one who was then of the faculty of the University: "He had come to join the small body of us then constituting the faculty, who were striving in the midst of narrow and discouraging conditions, to lay the foundations of a great institution of learning for Wisconsin. He was then just arrived at legal manhood,—just turned of twenty-one years of age, and was just graduated from college. In personal appearance, however, and in the extent and range of his acquirements, he seemed four or five years older."\* He occupied the position of tutor in the University, at the commencement of the third university year (1852–1853), taking the place of O. M. Conover, who was promoted to the chair of ancient languages and literature. He retained his position until July, 1854, when he resigned, and was succeeded by Augustus L. Smith.

After being a few months employed in selling cabinet-ware in Madison, as senior member of the firm of Carpenter and Lawrence, he associated himself in that city with S. D. Carpenter in the publication of the *Daily Patriot*,—he being announced, on the twentieth of November, 1854, as its local editor and publisher, while S. D. Carpenter became the political editor. On the seventeenth of July, 1855, he succeeded to the position of joint editor; and, on the twenty-ninth of January, 1856, of joint publisher. On the twenty-eighth of July following, he retired from the *Patriot*, having disposed of his interest to Rolla A. Law. On the thirty-first day of January, 1857, he established, in Madison, a neatly printed weekly paper devoted to news and literary and miscellaneous reading, but non-political, called the *Western Fireside*. It was a good

\*From an address delivered by O. M. Conover, LL. D., before the state historical society of Wisconsin, December, 17, 1878, in memory of Prof. Carpenter. "I have never personally known," continues Dr. Conover, "any man of his years, any graduate fresh from an American college, who had so large an acquaintance with Greek literature, especially with the Greek poets. He had already read all the Homeric poems through several times, and was singularly familiar with several of the Greek dramatists, especially Æschylus and Sophocles."

family paper, and was ably edited, but its support was not sufficient to justify its publication; so, on the eighth of January, 1858, it was discontinued. The materials of the office were afterward purchased by the proprietors of the *State Journal*. This ended his career as editor and publisher. He continued in it, however, long enough to be recognized, by the public, not only as a man of ability, but as a graceful writer.\*

For the years 1858 and 1859, he was assistant superintendent of public instruction for Wisconsin. Being a very methodical man, he introduced order and system into the internal administration of the office. In 1860, he was elected professor of ancient languages in St. Paul's college, Palmyra, Missouri. This position he held until the war of the rebellion broke up the institution. Returning north, he taught a select school one winter, in Richland, Wisconsin. Afterward, failing to find more congenial employment, he maintained himself, for a time, by working at the printer's trade in Madison, setting type in the offices of the *Wisconsin Farmer* and *State Journal*. He also gave lessons in German. During these years, all his spare time was devoted to literary studies.

In 1864, he was elected clerk of the city of Madison, continuing in that office until October, 1868, when he resigned. Meanwhile, he filled, temporarily, the chair in the University made vacant by the resignation of Prof. Read, as before mentioned. He was also a member of the city board of education, Madison; and, from January 1, 1868, to the first day of October following, was superintendent of the schools of Dane county. His resignation of these offices was made imperative because of his acceptance of the professorship of rhetoric and English literature in the University. This chair was changed, in 1874, to logic and English literature, but Prof. Carpenter was con-

\*Adapted largely from "A History of the Press of Dane county, Wisconsin," written by David Atwood, and furnished the Wisconsin editorial association, at Fond du Lac, at its ninth annual session, June, 1865.

tinued therein until his death, which occurred at Geneva, New York, December 7, 1878.\*

In 1855, the degree of master of arts was conferred upon him by his *alma mater*, and in 1872, that of doctor of laws. He was married to Miss Frances Curtis, of Madison, Wisconsin, on the fourteenth of May, 1856. In 1875, he was elected to the presidency of the Kansas university, but declined the office, believing he could do a greater and better work in the institution with which he was connected. In 1876, he was appointed by the state superintendent of public instruction of Wisconsin, an examiner of teachers applying for state certificates. He continued to hold this office until his decease.

It may be said that, as teacher, Dr. Carpenter had few equals in the United States. His favorite fields were rhetoric, logic, and English literature; these he cultivated assiduously. Although at home in the classics, in political and moral science, in French and German, and in mathematics, it was in the English language and literature that he was especially erudite—especially profound. Outside this department, "his knowledge was not of the sort that would be called erudition; it was rather general than detailed; and consisted, principally, of such facts as had an importance outside of the science to which they belonged. It was such knowledge as a man of vigorous mind and retentive memory, (whose leading trait was the clear perception of the bearing of things), would gather from an extensive field of reading and study."†

The fame of Dr. Carpenter rests largely, therefore, upon the wonderful power he exhibited as an educator. "He loved his work and threw his whole being into it. His class-room was never a tedious place. A student never sought that room in doubt

\*For many of these facts, I am indebted to a biographical sketch of Prof. Carpenter, from the able pen of R. B. Anderson, A. M., professor of Scandinavian languages in the University of Wisconsin, printed in Robinson's *Epitome of Literature*, Philadelphia, December, 1878.

†From Prof. Wm. F. Allen's memorial address before the state historical society of Wisconsin, December 17, 1878.



of receiving help, or left it unsatisfied. Every one felt the remarkable permeating presence of the beloved instructor. Prof. Carpenter put his stamp upon every intellect. He reached out with a strong arm and raised the young men and women to a higher intellectual plane. He made himself felt. A student knew he was standing upon solid ground in the professor's presence."\* "His thought," says another, "was preeminently logical. He saw quickly and traced rapidly the relations of things. Logic was a favorite science with him, and he gave it more enforcement in the minds of pupils than any other teacher I have ever known. It was the stronghold of his instruction."† Says Prof. J. B. Parkinson: "Prof. Carpenter was distinctly an educator—teacher. In his ability to impart instruction—his aptness to teach—lay his special power. Not one man in ten thousand could equal him as a teacher. Here was his chosen field. In it was the work that lay nearest his heart. He thoroughly appreciated the chief requisites of the successful instructor." "Prof. Carpenter seemed to aim," continues Prof. Parkinson, "at a thorough mastery of his department; and his familiarity with what he had in hand, his wealth of happy and forcible illustrations, and his genuine enthusiasm, constituted the chief secrets of his success in the class-room. As a teacher, then,—and I use the term in its technical sense,—his impress has left the deepest furrows. As a teacher, his influence will reach the farthest and abide the longest."‡

In 1867, Prof. Carpenter published his first work—a book entitled "Songs for the Sabbath School." It consisted of a collection of melodies,—embracing a variety of new tunes; these, with one exception, were composed by himself. In the preface, the author says: "The music in this little book is all

\*See *Madison Daily Democrat*, December 8, 1878.

†Memorial address before the state historical society of Wisconsin, December 17, 1878, by President John Bascom of the State University.

‡Address, in memory of Dr. Carpenter, before the state historical society of Wisconsin, December 17, 1878.

new and is believed to be serviceable. The words do not inculcate error, but are in accordance with evangelical truth." The hymns, also, several of them, were written by him. These are, generally, to be commended for their sweetness and tenderness.

As the result of his studies of Anglo-Saxon and the English language, Prof. Carpenter has given to the schools of the country three excellent books: "English of the Fourteenth Century;" "An Introduction to the Study of the Anglo-Saxon Language;" and, "The Elements of English Analysis." The first mentioned is, in fact, Chaucer's "Prologue" and "Knight's Tale," illustrated by grammatical and philological notes, designed to serve as an introduction to the study of English literature. The author's notes are ample; and these, together with a glossary, are intended to remove every difficulty that would meet a student of average ability. In his second book,—"An Introduction to the Study of the Anglo-Saxon Language,"—he comprises an elementary grammar of the Anglo-Saxon; also selections for reading, with explanatory notes, and a vocabulary. In his last book,—“The Elements of English Analysis,”—he uses a system of diagrams to represent to the eye the outline structure of a sentence, in order the more readily to fix the principles of analysis in the mind of the student. This is a small but carefully written work.

After the publication of his Anglo-Saxon grammar, Dr. Carpenter devoted the most of his leisure hours to the translation and annotation of the celebrated poem, "Beowulf," the oldest monument extant of Anglo-Saxon literature. He had just completed the translation when he died, and was preparing a somewhat elaborate introduction, which he left not quite finished. This last important work of Prof. Carpenter, one on which he bestowed much care and to which he gave his ripest scholarship, will be published under the editorship of Prof. R. B. Anderson, who was, through many years, his bosom friend.

Prof. Carpenter was not an author of books in the popular

sense of the term. He wrote but one—"An Historical Sketch of the University of Wisconsin"—adapted to the general reader; but, to the religious and educational periodicals of the country, he contributed extensively. His communications took a wide range. His style of writing is marked and strikingly characteristic of the man. When he said anything *he said it*; and, at times, the fire of his thoughts consumed his words. Although largely wanting in the imaginative element, his diction is, nevertheless, peculiarly attractive because of its smoothness and clearness. Take this paragraph, as an example, from "The Relations of Skepticism and Scholarship," in the *Baptist Quarterly*, for January, 1873:

"Faith is the condition of progress. Belief grasps actual possession by the strong hand of demonstration; while faith rises superior to reason, and grasps greater truth by the stronger hand of conviction. Faith is not an abandonment of reason; it is the condition of reason. It places the crown of universal dominion upon the head of man; puts in his hands a sceptre, which the future as well as the present obeys,—eternity as well as time. It asserts our kinship with God, who does not discover truth by the slow process of reason, but who reaches his conclusions by the same intuitive action by which faith apprehends principles. Reason adapts man to the present life. Faith is a pledge of immortality. Destroy faith, and man is hedged in by humanity—is limited to the now and here—to the little segment of the infinite circle which lies immediately before him. Add faith to reason,—and out into infinity, onward into coming eternity, upward to God himself, sweep the slowly arching sides of the mighty circle of truth, whose round will, nevertheless, forever baffle finite measurement."

A number of his educational addresses have been published. His direct way of giving utterance to his thoughts is well illustrated in the opening paragraph of one of these—"Industrial Education"—delivered before a convention of the Wisconsin state agricultural society, February, 1874: "There

are two essential requisites to success in any trade or profession:—a knowledge of the principles forming the science of which the profession is the practical application; and skill in the application of these principles. The one requires cultivated mind; the other, cultivated muscle. Every profession presents these two sides, but notably those which are largely dependent upon mechanical operations for their success."

An address on "Reading," delivered before the state teachers' association of Wisconsin, in July, 1871, at Madison, and published in the August number of the *Wisconsin Journal of Education*, for that year; also an article in the *Examiner and Chronicle*, on the "The Education Question—Conflicts between the Old and New;" are worthy of special commendation. His centennial fourth-of-July address, in Madison, added to his reputation as an orator and man of culture. "The Relation of the Different Educational Institutions of the State" and "Rambles in the World of Words,"—contributions to the periodical first named,—exhibit, in a striking light, the wide range of his thoughts and his extensive scholastic attainments.

Of Dr. Carpenter's published lectures, one on "Moral Forces in Education," and a series of twelve on "The Evidences of Christianity," have received a merited recognition from some of our country's ablest and best men. His translations from the French have also been highly complimented. The most notable of these efforts are (1) articles on political economy and the future of the Catholic nations, of Emile de Laveleye and (2) stories of George Sand, from *Revue des deux Mondes*. Dr. Carpenter was a member of the Wisconsin academy of sciences, arts, and letters. He contributed two papers to its "Transactions:" (1) "The Metaphysical Basis of Science;" (2) "The Philosophy of Evolution." These papers attracted wide attention, especially the last mentioned. His very latest contribution to the press was a solution of an algebraic problem, to be found in the January number, 1879, of the *Wisconsin Journal of Education*.

The sudden death of Dr. Carpenter produced a profound impression in Wisconsin. Resolutions expressing appreciation and esteem were adopted by the faculty and regents of the University, also by the state teachers' association, and by the state historical society of which he was a member and an officer. His mortal remains lie buried in the beautiful cemetery near the city of Madison, not far away from the institution where many of his years were so profitably employed and where he gathered unto himself a name and fame that Wisconsin will long remember with pride and respect.

## SKETCHES OF THE

### CHAPTER XIV.

PROF. ROLAND D. IRVING—CAPT. WILLIAM J. L. NICODEMUS.

In 1870, Roland Duer Irving was elected, by the regents, to the professorship of geology, mining, and metallurgy, in the University of Wisconsin. He was born in New York city, April 27, 1847. His early education was obtained at home. He received most of his classical preparation from his father, Pierre Irving, who was a nephew of Washington Irving, and an Episcopal clergyman of literary tastes and habits. The son's three years immediately preceding his entering college were spent at a German private school, in New Brighton, on Staten Island, New York, where his parents had resided since he was two years of age. He entered Columbia college, New York city, in the freshman class, in 1863, and continued at that institution and the school of mines connected therewith, six years,—graduating, in 1869, as master of arts and engineer of mines. While a student in college, he spent six months in Europe; this was in 1866. During his summer vacation of 1867, just after entering the school of mines, he became an assistant to the engineer of a large anthracite colliery.

Immediately after his graduation, he was engaged upon the Ohio geological survey, under J. S. Newberry, state geologist, spending the season of 1869, in the southern and southwesterly portions of that state. His principal independent work, in that field, was the detailed measurement of the system of rocks known as the Waverly group, the results of which are given in the Ohio geological report for 1874. He then went

east and was appointed metallurgist of a gold and silver smelting-works near Jersey City, New Jersey; and while thus engaged, was elected to the chair in the University of Wisconsin as previously mentioned. He came west and began his official duties in the institution in December, 1870, and has ever since filled the same chair. At the commencement of his labors, he started a metallurgical laboratory, fitted out with furnaces and other appliances. He also introduced laboratory instruction in mineralogy. His department now includes not only instruction in geology, mineralogy, metallurgy, and assaying, but the charge of the geological and mineralogical cabinets.

In moving to the new building (science hall), it became necessary to entirely rearrange the cabinet material then on hand, as also to incorporate a large amount of new material obtained from the collections of the late Dr. I. A. Lapham and Moses Strong. This work has been performed by Prof. Irving; and the mineralogical cabinet is now nearly in order, and the geological room in a forward condition. Although he has had so many different things to engage his attention, he has become more and more a specialist in geology and mineralogy, to which branches (and particularly to the former, in all its relations) it is, doubtless, his hope to devote himself largely in the future. Prof. Irving is, in the strict sense of the word, a scientist. He has made an excellent reputation at home and abroad, especially as a geologist. His success, in that line, is owing, in a marked degree, to his practicality—a peculiarity which is demanded by the present utilitarian age; the mere theorizer in science receives little recognition.

Under an act of the legislature of Wisconsin, approved March 19, 1873, "to provide for a complete geological survey of" the state, I. A. Lapham was commissioned, on the tenth day of the succeeding April, as chief geologist, and Prof. Irving on the twenty-ninth of the same month as one of his assistants,—the latter being assigned the duty of beginning the survey under the law, by an examination of the iron and

copper ranges of Ashland and Douglas counties, Wisconsin. His elaborate report and a supplemental one show that he faithfully and efficiently performed the duties assigned him. The next year, he was directed to make such explorations and surveys as would enable him to construct a geological map and section along a line extending from the south part of Dane county, Wisconsin, northward, through portions of Columbia, Adams, and Wood counties, to Grand Rapids, and thence up the Wisconsin river to Wausau; the breadth occupied to embrace two or three ranges of townships; thence, along the southern boundary of the archæan rocks in Wood, Clark, and Jackson counties, he was to extend his work westward to the Black river falls. In his report of the work for the season of 1874, he gave much detailed information of local interest and importance regarding the dip, thickness, and economic value of the several rocks examined by him.

O. W. Wight was appointed chief geologist on the sixteenth of February, 1875. Dr. Lapham's assistants were requested to continue their work under the new appointment. Prof. Irving, during the season of 1875, continued his survey of central Wisconsin;—the result of his labors therein in that year and the previous ones, covering a region of about ten thousand square miles, and occupying his time in all for more than nine months, is given to the world in the "Geology of Wisconsin" (vol. II). His report forms Part III. of that work. It treats of (1) Surface Features of Central Wisconsin; (2) General Geological Structure of Central Wisconsin; (3) the Archæan Rocks; (4) the Lower Silurian Rocks; and (5) Quaternary Deposits. Of especial interest in this valuable contribution to the geology of the country, are the minute discussions of the river system of central Wisconsin, a careful study of the interesting kaolin deposits in Wood county, an exhaustive discussion of the isolated archæan areas, including the Baraboo ranges, the discrimination of the Mendota and Madison limestones, and the location of the outline of the drift area. Prof. Irving's report is the only compre-



hensive one ever made upon the geology of central Wisconsin. It is well written and has received marked attention from scientists generally. Of his published efforts, this is the ablest and most exhaustive.

The direction of the geological survey of Wisconsin was placed in charge of Prof. T. C. Chamberlin, of Beloit college, in February, 1876,—the commissioned assistants retaining their connection therewith as before. Prof. Irving, beside some work in central Wisconsin, continued his examination of the iron and copper-bearing series of Ashland county, begun in 1873. For the next season, it was planned that his careful detailed magnetic and geological survey in the vicinity of Penokee Gap should be continued eastward to the Potato river. For the year 1878, Prof. Irving was occupied, during that portion of his time given to the geological survey, in the completion of a final report on the "Geology of Northern Wisconsin." This work will soon appear in the "Geology of Wisconsin" (vol. III). It will be found equal in value, if not superior, to his report on central Wisconsin. Together, they cannot fail to place him in a prominent position among the scientific men of the United States.

Prof. Irving has contributed a number of able articles to the *American Journal of Science and Arts* (Silliman's): (1) "On the Age of the Quartzites, Schists, and Conglomerates of Sauk County, Wisconsin," February, 1872; (2) "Note on the Age of the Metamorphic Rocks of Portland, Dodge County, Wisconsin," April, 1873; (3) "On the Age of the Copper-Bearing Rocks of Lake Superior," July, 1874; (4) "Note on Some New Points in the Elementary Stratification of the Primordial and Canadian Rocks of South Central Wisconsin," June, 1875; (5) "Note on the Youngest Huronian Rocks South of Lake Superior," June, 1876; (6) "On the Age of the Crystalline Rocks in Wisconsin," April, 1877; (7) "Origin of the Driftless Region of the Northwest," April, 1878; (8) "Stratigraphy of the Huronian Rocks of Lake Superior," in press.

As a member of the Wisconsin academy of sciences, arts,

and letters, Prof. Irving has contributed, to its "Transactions," several papers of merit: (1) "On Some Points in the Geology of Northern Wisconsin;" (2) "On a Hand Specimen, Showing the Exact Junction of the Primordial Sandstones and Huronian Schists;" (3) "On the Occurrence of Gold and Silver in Minute Quantities in Quartz from Clark County, Wisconsin;" (4) "On Kaolin in Wisconsin." A contribution, by him, to Snyder, Van Vechten, and Company's Historical Atlas of Wisconsin, of 1878, on the "Mineral Resources" of the state, is a valuable and highly interesting article.

Some writers upon scientific subjects have what may be called a mathematical way of expressing their thoughts. This style is characterized by frequent repetitions of prominent words,—by compactness and terseness that are apt to become tiresome. From these mannerisms, Prof. Irving seems entirely free; his sentences are symmetrical, but not of that symmetry which is wearisome because of its excess. In the employment of technical terms, there is a copiousness and familiarity observable that is quite remarkable; yet he never descends to pedantry. He does not scruple to use scientific words, but they always seem old acquaintances and very necessary.

It may be said with truth that Prof. Irving is a most excellent instructor. He is a ready lecturer,—is systematic and accurate in his methods of teaching, and has the power of seizing upon the salient points of a subject and of presenting them in a clear and forcible manner. These traits, accompanied with an enthusiasm in the sciences to which he gives especial attention, and a strong belief in the value of science as a means of education, render him peculiarly successful as a teacher. He is a constant, earnest, and thorough student, and dislikes sham in all things.

In 1871, William J. L. Nicodemus, A. M., C. E., was elected to the chair of military science and civil and military engineering in the University of Wisconsin, as the successor of Colonel Walter S. Franklin. He was born August 1, 1834, at Cold Springs, Virginia. Soon after his birth, his

parents moved to Maryland, settling near Hagerstown. He received his early education at the country school, and was quick to learn. He afterward taught school, occupying his winter months in that vocation, and working on a farm during the summer. Meanwhile, his abilities and address attracted toward him so much attention that, in 1854, he was the recipient of an appointment from the member of congress of his district as cadet to the military academy at West Point, entering the institution July 1, of that year, and graduating July 1, 1858, when he was promoted in the regular army to brevet second lieutenant of infantry.

He began his duties as soldier, in the garrison at New Port Barracks, Kentucky, where he remained until January 19, 1859, when he was transferred to the frontier as second lieutenant of the fifth infantry, in which capacity he conducted recruits to Utah. He then took part in the Utah expedition. Afterward and until 1861, he served in Forts Fauntleroy, Defiance, and Union, in New Mexico,—going upon the Navajo expedition, in the year last mentioned. On the fourteenth of May, 1861, he was promoted to first lieutenant of the eleventh infantry. On the twenty-fourth of October following, he was commissioned captain of the twelfth infantry regiment, being engaged as acting assistant adjutant-general of the department of New Mexico, from that time to June, 1862. He took part in the battle of Valverde, February 21, 1862, and for gallant and meritorious services in that conflict, was brevetted major. He was engaged in opening communication between Fort Craig and Fort Union, in February and March following, and was in various skirmishes. In September, he was on recruiting service at Cincinnati, during a threatened attack upon that city. On the eleventh of October, he was appointed colonel of the fourth regiment of Maryland volunteers,—joining this regiment in the field, but ordered afterward with his force to Baltimore to guard recruits. He resigned that office on the seventeenth of November following.

On the twentieth of February, 1863, he was given signal

duty and continued in that service until August 23, 1865, having first the command of the "signal camp of instruction;" then of the signal detachment in the department of West Virginia, in charge also of the signal line between Harper's Ferry and Washington; then of the signal detachment with the army of the Potomac on the pursuit of the enemy through Maryland, in July, 1863, participating in several skirmishes, being commissioned major of the signal corps, the eighteenth of September to rank from March 3, previous. He was then put in charge of the signal bureau at Washington, and was in command of the signal corps, from October 13, 1863, to December 26, 1864, being commissioned lieutenant-colonel of the latter June 30, of the year last mentioned, to rank from March 3, 1863. He was made inspector of the same corps March 31, 1865,—serving to August 23, following, when he was mustered out and restored to his regiment—the twelfth infantry—to rank from October 24, 1861. He served from September, 1865, to the year 1868, in garrisons at Fort Hamilton, New York; Richmond, Petersburg, and Fredericksburg, Virginia; and at Washington; when he was detailed to give instruction in military science and tactics in the Western university at Pittsburgh, Pennsylvania. Here he remained two years. He was honorably discharged from the army on the twenty-ninth of December, 1870, under an act of congress of that year, and was, on the eighteenth of January following, elected to a professorship in the University of Wisconsin.

In February, 1871, he entered upon the duties of his new position. Ambitious and energetic, he soon gave life to the department to which he had been called. He thoroughly remodeled the course in civil engineering, and soon drew around him a number of students of that specialty, winning from them, by his thorough but kindly manliness, by his enthusiastic devotion to their wants, and by his efforts for their subsequent welfare, a warm and lasting regard. Equal success crowned his efforts in the department of military science, where he succeeded in making both popular and useful the

drill, which before had always been extremely irksome to the students. His genial manner and varied experience made him a very pleasant companion, and he soon won the regard of his fellow workers at the University.\* As professor of one of the technical courses, the classes instructed by Prof. Nicodemus were small, and the relationship between teacher and student correspondingly close. Though he met the regular college students but for one term in the class-room, it was not difficult for them to discern, in that short time, those genial heart-qualities, that almost womanly tenderness, which made him the warm personal friend of every worthy man, who made his acquaintance. A more striking illustration of the esteem in which the students held Major Nicodemus could not be found than the spirit manifested toward him at all times by the university battalion. No man could have been more successful in eliciting an interest in an irksome duty than was he in conducting the military exercises.†

The connection of Prof. Nicodemus with the geological survey of Wisconsin began by his being employed to prepare maps for an annual report. In 1875, he was regularly commissioned topographical assistant of the survey and personally prepared or superintended the preparation of all the maps for the report of that year. The next year a regular plan for the maps to accompany the volumes of the final report was adopted, and he was entrusted with their preparation. In his report for 1876, the state geologist says: "Prof. Nicodemus has been actively engaged in compiling the geographical data for the maps, and in drawing them upon a uniform and accurate scale. Each township has been carefully built up from the notes and plats of the original government linear surveys, and

\*See Appendix to Annual Report of the Wisconsin Geological Survey, for the year 1878, where is to be found an excellent paper in memory of Prof. Nicodemus, prepared by Prof. Allan D. Conover, of the University of Wisconsin.

†Adapted from the UNIVERSITY PRESS, (Madison, Wisconsin,) January 17, 1879.

the natural features have been compiled from a large collection of state, sectional, county, township, and special maps." "The work of this department [drafting]," says the chief geologist, in 1877, "which assumes increasing importance in the preparation of the final report, has continued, as heretofore, mainly in the hands of Prof. Wm. J. L. Nicodemus and Mr. A. D. Conover, of the State University. They have, during the year, completed the drawing of the maps for the atlas accompanying volume II. of the final report,—and a portion of those for the remaining volumes; and several others are in various degrees of advancement." In his report for 1878, the state geologist remarks: "Prof. W. J. L. Nicodemus, topographical assistant to the survey, and Mr. A. D. Conover, of the State University, who have previously done the larger part of the drafting of the geological maps, have completed those assigned them for the atlas that is to accompany volume III. of the final report, and have made progress with other work placed in their hands."

Since his connection with the University of Wisconsin, Prof. Nicodemus had more than once been tempted to leave; and, among other proffers, he received one from General Sherman, with whom he was personally well acquainted, asking him to accept a position as professor of mathematics at twenty-five hundred dollars per annum, in gold, in a college just being started by the Khedive of Egypt. Of modest, retiring disposition, Prof. Nicodemus rarely spoke of himself or of his many experiences. Possessed of a large store of nervous force, he rapidly and efficiently accomplished whatever he took in hand. Ambitious to provide for the wants of his family, should they ever be left without his care, he felt pressed to engage in business enterprises outside of the duties of his professorship. As he was never slack in his duty to the University, he must have drawn very largely on his vitality, to accomplish the work he undertook. This is more especially true of the past university year, when, burdened more than usually with the needs for instruction in his growing department, and with his

work for the geological survey, he shared largely in the labor, the risks, and anxieties consequent on publishing, along with A. D. Conover, a large and very accurate map of Wisconsin. The draft on his nervous system proved great, and brought on *insomnia*, which finally developed alarmingly. He died in Madison, on the sixth of January, 1879, and was buried near that city, in the beautiful Catholic cemetery of Forest Hill.\* The position he occupied in the University he continued to fill most acceptably until his death. He was married, in Georgetown, D. C., to Miss Fannie E. Pettit, December 27, 1864.

In 1875 was published a "Hand-Book for Charcoal Burners,"—a Swedish work, translated by Prof. R. B. Anderson of the University of Wisconsin, and edited with notes by Prof. Nicodemus. The original work is by G. Svedelius, and is probably the best treatise on the manufacture of charcoal ever written. Prof. Anderson's translation is admirable. The notes of Prof. Nicodemus add to the interest and value of the book. The twenty-three wood engravings illustrating the text, are well executed. Prof. Nicodemus had prepared, at date of his death, and nearly finished what was, at first, intended only as a translation of Reauleaux's "Manual of Civil Engineering," (the volume containing tables); but, under his hands, it developed into a much more complete manual of tables than the original.

Prof. Nicodemus was a member of the Wisconsin academy of sciences, arts, and letters, and contributed to its "Transactions" several papers that are commendable not only for what he says, but for the way he clothes his thoughts. These contributions are (1) "On the Wisconsin River Improvement;" (2) "Railway Gauges;" (3) "The Ancient Civilization of America." "The ancient works," he truly and clearly says, in the last mentioned paper, "divide themselves into three great geographical divisions, namely: South America, on the

\*See Annual Report Wisconsin Geological Survey, 1878, pp. 50, 51.

west coast between Chili and the second degree of north latitude; Central America and Mexico; and the valleys of the Mississippi and Ohio." He has given to the periodical press a number of articles, notably one on "Telegraphy" and another on "Tunneling, printed in the UNIVERSITY PRESS, Madison, Wisconsin, in October and November, 1871.



UNIVERSITY OF WISCONSIN.

CHAPTER XV.

THE EIGHTEENTH UNIVERSITY YEAR—PROGRESS OF RECONSTRUCTION—A FEMALE COLLEGE ESTABLISHED—DEPARTMENTS OF AGRICULTURE AND OF ENGINEERING AND MILITARY TACTICS ORGANIZED—A LAW DEPARTMENT CREATED—RECONSTRUCTION ACCOMPLISHED—NINETEENTH UNIVERSITY YEAR—PROF. ALEXANDER KERR.

On the twenty-eighth of August, 1867, began the eighteenth year of the University of Wisconsin. It ended June 24, 1868, with the graduation of Thomas B. Chynoweth, Herbert W. Chynoweth, and Frederick S. Stein, in the classical course; George W. Holland, Isaac S. Leavitt, Morgan J. Smith, John G. Taylor, James Turner, and Charles E. Vroman, in the scientific course. A. H. Salisbury, of the class of 1864, delivered the oration before the alumni association, and W. W. Church, of the class of 1861, read the poem.

Before the beginning of the next university year, reconstruction had gone forward so rapidly that there had been established, as branches of the college of arts, a department of military tactics and civil engineering, and one of agriculture. The object of the former was, to give instruction in engineering and also in military tactics; of the latter, to instruct students who might desire it, in agriculture and practical chemistry. There had also been created, under the reconstruction act authorizing professional and other colleges, a law department and a female college; the object of the one was the furnishing

of instruction to students desirous of becoming members of the legal profession; of the other, to furnish a thorough education to ladies,—this college being the one formerly known as the normal department, from which, for that reason, there were no graduates at the end of the eighteenth university year.

Colonel W. R. Pease of the United States army took charge of the department of engineering and military tactics; W. W. Daniells, that of agriculture. In the law department, J. H. Carpenter was appointed dean of the faculty and professor of law, and William F. Vilas also a professor. Orsamus Cole and Byron Paine, associate justices of the supreme court of Wisconsin, consented to accept professorships in the same department, and to lecture therein gratuitously when their official duties would permit.

As additional reconstruction measures, there were established by the regents, a post graduate course, the object of which was to secure a higher degree of scholarship in literature and science than could be attained in colleges under the ordinary class-system; also, a preparatory department, which had already existed in the institution, and which was thought would have to be continued so long as the high schools in the state were not sufficiently developed to furnish the necessary preparation for students at the University. Another measure adopted was, the admission of students who might not desire to enter either college, to such lectures and recitations as previous preparations would justify and for such time as they might choose; but they were to be governed as to attendance and punctuality, in all respects as though belonging to the regular college classes.

The female college was to have its own building and public rooms and a separate board of instruction. The building and everything relating to the government of the college were to be under the special direction of a preceptress,—the same as was the case in the normal department before its abolishment. The president of the University and the professors were to give

instruction to the ladies, and the latter were to have the privilege of attending the University lectures; *but all recitations and other exercises were to be entirely distinct from those of other colleges.* There were yet barriers of prejudice to be removed; but substantial progress had been made; and it was already clearly to be seen that the day was not far distant when ladies would be admitted to recite in all of the University classes.

The faculty and instructors of the institution, for the eighteenth university year, were Paul A. Chadbourne, president and professor of mental and moral philosophy; John W. Sterling, professor of natural philosophy and astronomy; John B. Parkinson, professor of mathematics; S. H. Carpenter, professor of rhetoric and English literature; William F. Allen, professor of ancient languages and history; John B. Feuling, professor of modern languages and comparative philology; W. R. Pease, professor of military engineering and tactics; W. W. Daniells, professor of agriculture; John E. Davies, professor of chemistry and natural history; Addison E. Verrill, professor of comparative anatomy and entomology; Orsamus Cole, Byron Paine, and William F. Vilas, professors of law; J. H. Carpenter, dean of the law faculty and also professor of law; Amos H. Thompson, tutor; Isaac S. Leavitt, instructor in English branches; Elizabeth Earle, preceptress; Clarissa L. Ware, associate preceptress; Francis Brown, teacher of music; and Louisa Brewster, teacher of drawing and painting.

The department of agriculture, when put into practical operation, included a course of study in botany, practical agriculture, physical geography and climatology, practical botany, horticulture, chemistry, zoology, organic chemistry, analytical chemistry, forestry, geology, agricultural chemistry, animal husbandry, and history of agricultural education. This course might be completed in a single year by advanced students, or it might require three years for its completion. The experimental farm was to be connected with this department, and worked under the direction of the professor of agriculture. "I

received my appointment," says Prof. Daniells, in his first report (1868), in "February last, when there were neither teams, buildings, nor tools of any kind upon the farm." But improvements were immediately commenced, and the work went forward rapidly; for, in their report for the year ending September 30, 1868, the regents say: "A great deal of labor has been performed in this [the agricultural] department, during the past year, especially upon the grounds purchased for the experimental farm. The stumps and stones have been removed; experiments have been made with the planting of corn and potatoes; a vineyard has been commenced; an arbor-vitæ hedge, a row of Norway spruce, and sixteen hundred evergreens have been planted; drives and roads have been constructed; fences have been removed and put up, throwing the entire land in one enclosure; land has been prepared for future crops and experiments; a large and substantial barn has been built; and a good farm-house for the superintendent is in process of erection." The faculty of this department consisted of Paul A. Chadbourne, president; W. W. Daniells, professor of agriculture and analytical chemistry; John E. Davies, professor of chemistry and natural history; and Addison E. Verrill, professor of comparative anatomy and entomology.

The department of engineering and military tactics, when fully organized, required all the male students of the University to be formed into a battalion of two or more companies, under command of the professor in charge. An armory was provided; and proper rules for the government of the department were drawn up and adopted by the regents, perfecting the organization; also regulating the appointment of officers for the companies and their length of service; prescribing a proper uniform for the battalion; instituting proper military exercises; adopting a course of study, which was to comprise, among other things, civil and military engineering, tactics, ordnance and gunnery, military law and practice of courts-martial, and army regulations; enforcing discipline; providing for a merit

roll; constituting a board of examiners; arranging for diplomas; and prescribing the necessary text-books. The faculty of this department consisted of Paul A. Chadbourne, president, and Colonel W. R. Pease, professor of military tactics and engineering.

The law department admitted students at any time, but those who were not graduates were required to be twenty years of age. The course of instruction, which included the domestic relations, contracts, criminal law, bailments, bills and notes, personal property, evidence, corporations, agency, partnerships, mercantile law, pleading, real property, equity jurisprudence, leading cases, constitutional law, and the conflict of laws,—was to be completed in one year. The first term of the school was opened with a class of ten students. The faculty consisted of Paul A. Chadbourne, president; Orsamus Cole, professor and lecturer on domestic relations; Byron Paine, professor and lecturer on practice; J. H. Carpenter, dean and professor, and instructor on contracts, criminal law, personal and real property, wills, and equity jurisprudence; and Wm. F. Vilas, professor and instructor in evidence and pleading.

Reconstruction was now accomplished. "Its good results were immediately evident in an enlarged public confidence and an almost total change in the temper of the people of the state toward the University. The prominence given to scientific studies seemed to place the institution more in accord with the dominant thought of the age, and to meet an actual want, as was shown by a large and steady increase in the number of students." "It is with unfeigned pleasure and satisfaction," said the president of the board of regents, in his report for the fiscal year ending September 30, 1868, "that I make the announcement that the efforts of those to whom the management of the University has been confided have been crowned with success during the past year, that the present condition of the institution is highly favorable, and its affairs and the results so far attained are satisfactory and full of promise for the future."

On the twenty-sixth of August, 1868, began the nineteenth university year. As six ladies were members of the senior class, it was necessary before its close to determine what degrees should be conferred upon them. The regents finally resolved that they should be honored with "the same as those conferred upon male students," providing "the same courses of study" had been "satisfactorily completed." As there was no doubt, on that score, in the minds of the faculty, the year ended June 23, 1869, with the graduation of E. L. Cassels, W. C. Damon, F. J. Knight, I. S. Leavitt, and John G. Taylor, in the classical course, as bachelors of arts; and Clara D. Bewick, Hiram M. Corbett, David B. Frankenburg, Annie Hayden, Jane E. Nagle, Helen V. Noble, George Sylvester, Lizzie S. Spencer, and Ella U. Turner, in the scientific course, as bachelors of philosophy. The oration before the alumni association was delivered by Philip Stein of the class of 1865. The poem was read by M. S. Griswold of the class of 1863. There were graduated, from the law department, Thomas Bohan, John T. Bradley, James M. Bull, J. P. Cheever, Francis Downs, Lorin Edwards, G. A. Forest, F. T. Knapper, M. N. Lando, William Murray, P. H. O'Rourke, and Henry Vilas,—on each of whom was conferred the degree of bachelor of laws. Four graduates—three of the University and one of another institution—availed themselves, at this date, of the post graduate course. These were R. B. Anderson, I. S. Leavitt, A. H. Southworth, and John G. Taylor.

In 1871, Alexander Kerr, A. M., was elected, by the regents, professor of the Greek language and literature, in the University of Wisconsin. He was born in Aberdeenshire, Scotland, August 15, 1828. When he was six years of age, his parents emigrated to Cornwall, Canada; and, in 1841, they removed to Rockford, Illinois, where his boyhood was passed in doing farm-work in summer, and in enjoying the meagre advantages of a country school during winter. Fortunately, one of his teachers taught French and he early

learned to read that language with facility. This awakened in him a desire for a more liberal education. Accordingly, at the age of twenty-one, he became a member of a classical school in Rockford where he was fitted for college,—entering as a sophomore, at Beloit college, Wisconsin, in the fall of 1852, and graduating in 1855, with the highest honors of his class. The degree of master of arts was afterward conferred upon him by his *alma mater*.

In November, 1855, he went to Georgia where he taught nearly six years. During 1856 and 1857, he was at the head of the classical and scientific academy at Houston, in that state, but in 1858, he was chosen professor of mathematics at Brownwood Institute, a well-established and popular school for boys, near La Grange. At the close of 1858, he received the offer of a more lucrative situation—that of principal of a private academy, four miles from Brownwood—which he accepted. Here he remained until the secession of Georgia in 1861, when he returned to Rockford and was soon after appointed superintendent of schools of Winnebago county, to fill the unexpired term of his brother, James B. Kerr, who had raised a company for the war. Here was a good field for educational work, which he cultivated assiduously. It gave him an excellent opportunity to study the school system of the north. He was enthusiastic in his new calling and untiring in his visitations and institute labors.

In 1863, Prof. Kerr resigned the office of county superintendent to take charge of the public schools of Beloit, Wisconsin. Here he labored eight years. Under his supervision, these schools took high rank. The course of study in the high school was so extended that class after class was fitted to enter college. This classical training was a new thing for the high schools of Wisconsin; and it gave the one under charge of Prof. Kerr considerable prominence, attracting attention elsewhere to his labors. The result was he received invitations to take charge of the schools of Racine, Wisconsin, and Rockford, Illinois. He was also invited to a chair in the uni-

versity of Missouri. All these offers he declined. He accepted, however, the chair offered him in the University of Wisconsin,—entering upon his duties as professor of the Greek language and literature, in June, 1871. This chair he has continued to fill, to the present time, with ability and credit. Upon his leaving Beloit, the *Beloit Free Press* spoke in high praise of his untiring labors and unselfish zeal in the up-building of the schools at that place, and of the success attending his efforts.

Prof. Kerr is an active member of the state teachers' association and was its president, in 1869. He has been a member of the board of education of the city of Madison continuously since the first of January, 1873. No man in Wisconsin, perhaps, has been more assiduous, in bringing into harmonizing relations the four branches of the system of public education of the state—the district schools, the graded schools, the normal schools, and the University.

Prof. Kerr, though not a writer of books, has not been "silent" with his pen. His writings, as might be expected, have been largely upon educational topics; for the professor is essentially an educationist. His style is clear and vigorous; his periods are well turned; his thoughts, fresh and strong; his imagination vivid and far-reaching. With such a cast of mind, he could not refrain at times, if he would, from courting "the Muses fair;" and, that he has done this effectively, the following brief extract, from a poem entitled "Atlantis," abundantly shows:

"Back in those shadowy halls of time,  
Where passed a retinue sublime,  
Marching with such a sounding tread  
That the long echo is not dead  
Tho' twice a thousand years have fled,  
Since wept for them the fair and young—  
Since mournfully the cypress hung  
Above them its funereal bough,—  
Earth had her dreaming sons as now.



They were the men who could discern  
The golden years once more return;  
And, in their dream of rapture, they  
Forgot the miseries of to-day."

There runs through many of his poetic effusions a delicateness of feeling that is really attractive; as, for example, in these verses from a poem entitled

COLLEGE DAYS.

"Let us turn to these happy days of ours  
That were fresh with the odor and bloom of flowers;  
Let us look through the hazy atmosphere  
That over them hangs like a mist on the mere.

Those college days, they were wondrous fair!—  
They were free from the haunting visage of care;  
Free from the bitter draughts we drink,  
As we sit by the wayside of life to think.

As wanderers on a distant shore  
Dream of a home they shall visit no more,  
And fix on the sea their longing gaze,  
Thus turn we to our college days."

Of Prof. Kerr's contributions to the periodical press, the one entitled "Colleges and Common Schools," published in the *Wisconsin Journal of Education*, has these opening paragraphs, which clearly illustrate the attractiveness of his style and the strength of his thoughts:

"In a great manufacturing establishment, every operative learns to perform with precision and consummate skill the part assigned to him, and hands his work finished, in a faultless condition, over to his next neighbor. We go through such an establishment, and while we know little about the details of the several processes, the perfect adaptation of means to ends, and the uniform success in realizing a given design, challenge our admiration.

"We enter a common school, and we find a teacher who does not know the difference between perception and reflec-

tion, begining at the wrong end of his work by trying to beat an abstraction, which he does not understand himself, into the mind of a child. The teacher means well, but he ought to go to the normal school or somewhere else and learn how dangerous it is to experiment with human souls. To hinder an immortal soul from future growth and enjoyment is a serious thing. Hence, we believe that the common school should not only give thorough training in the rudiments of an education, but also give the pupils such an impetus in the pursuit of knowledge as shall make them dissatisfied with mere beginnings and shall render higher attainments indispensable."

Of Prof. Kerr's educational addresses, one of the most notable, is that on, "What shall Constitute an Educational Programme?" delivered by him at Oshkosh, July 7, 1869, as president of the state teachers' association. "The state needs men and women who know the meaning of independent thought," said the speaker, "and who have rational views of life and duty; and the state will get such men and women by fostering liberal studies, by encouraging all who show signs of intellectual power to aim at the highest culture. Classical training is, perhaps, the best agency for detecting the presence of intellectual power, and preparing the mind to grapple with the difficulties of any department of knowledge. Besides, it introduces the student to a literature, which, with its calm dignity and beauty, is an admirable check to the rushing haste of steam engines and the tendency of our people toward the insane hospital. I think it is the verdict of the best minds in this country that the classics must have a place in our educational programme. The demand for improved facilities for the study of them was never so great as it is at present."

In a paper read before the executive session of the state teachers' association of Wisconsin, at Madison, December 28, 1877, in memory of Prof. O. R. Smith, occurs this striking paragraph:

"Happily for the growth and progress of humanity, there is a tendency, in this country at least, to hold titles at a discount

and put a premium on men. The strong common sense of the intelligent American prompts him to think less of the degrees which universities confer than of the ability to do good work in some useful department of industry. And when this ability is honestly exerted in bringing the community to recognize the supremacy and dignity of law, in strengthening the ideas of self-respect and manly independence, in creating a taste for rational pleasures, and in helping those who would otherwise be defrauded of their intellectual rights and privileges to make the most of themselves,—the man who thus exerts his power is deserving of respect and honor.”

A paper read by Prof. Kerr before the same association in July, 1878, on “Standards of Admission to College” is an able effort, and has attracted much attention. It covers the field of investigation in which the professor takes so much interest, namely: the methods being employed by the University of Wisconsin to establish vital relations with the high schools of the state. This subject cannot be too much agitated, nor too much thought upon, by educationists of Wisconsin. Especially should the president and professors of the University continue often to meet on common ground the teachers and superintendents of the public schools of the state, that there may be a reciprocity of action and of feeling. One of the last, though not least, of Prof. Kerr’s efforts in an educational way was the reading of a paper before the assembled teachers of the state in December, 1878, entitled, “How May Teachers Keep Out of Ruts?” He pays, therein, this most admirable tribute of respect to the memory of his late associate, Dr. Carpenter:

“Our friend and fellow-laborer, Prof. S. H. Carpenter, who has just closed his brilliant record as a teacher, is a fitting illustration of the power thus gained [that is, the influence of liberal studies and wide reading, in keeping the mind fresh and vigorous as the years of life pass on]. Possessing a gifted and vigorous mind, he had enriched it with the best treasures of various languages and literatures,—Greek, Anglo-Saxon, French, and English. His versatile attainments and

catholic tastes were widely respected and admired outside of university circles. But, before his classes, his scholarship and culture showed to greatest advantage. Here was a man in the place for which nature intended him. No wonder that he used to thank God for the opportunity to teach; for teaching was, to him, a positive pleasure. His students will not soon forget how his learning took the form of living thought, giving light and suggestion to their perplexed minds, and how the varied experience of his eventful life enabled him to give them needful and wise counsel in their discouragements. He has fallen by a swift and untimely death. Let his example, which yet speaks to us, incite our younger teachers to bring to their work the preparation which comes from accurate study and wide culture."

Prof. Kerr is enthusiastic upon the subject which he teaches. He doubtless believes, with another excellent scholar of our country, that "the sacred debt our language owes to ancient Greek only increases with each advance in science, philosophy, and the art of expression;" that "its plastic nature fits it for meeting all the new exigencies of scientific nomenclature;" and that "our poets must always find their rythms and their inspiration in the Attic masterpieces."\* As an instructor, Prof. Kerr is careful and painstaking, clear and methodical. He is quick to know what the student has accomplished; and he succeeds in holding attention to, and in inspiring enthusiasm in, a study that sometimes becomes tedious and dry because of difficulties and abstruseness.

\*Prof. Edward North, on "The English Language," in an address at Ithaca, New York, February 18, 1879.

UNIVERSITY OF WISCONSIN.

CHAPTER XVI.

DR. JOHN BASCOM.

In the month of February, 1874, John Bascom, LL. D., of Williams college, Williamstown, Massachusetts, was elected, by the regents, president of the University, as the successor of Dr. Twombly. He was born May 1, 1827, in Genoa, New York. His parents were John Bascom and Laura Woodbridge Bascom. His early education was obtained in the common schools of his native place; he received none other until the age of seventeen, when he entered Homer academy in Courtland county. Here he fitted for college, entering the freshman class at Williams a year afterward. He graduated in 1849, with the degree of master of arts, and was awarded the philosophical oration. His father and two uncles were previous graduates of the same institution.

The first year after graduation was employed by him as principal of the Ball seminary, in Hoosac Falls, New York. He then went to Rochester, in the same state, where he read law for one year, but did not enter upon its practice. He then entered the Auburn theological seminary as a student, where he remained one year,—returning, in 1852, to Williams college, in which institution he had been appointed tutor. He held this position one year and was, for the first term of the year following, an instructor in the evidences of Christianity and in political economy. This office he was obliged to resign on account of a severe affection of his eyes.

He spent the first portion of the year 1854, in Boston, under treatment. In September, of that year, notwithstanding he had then lost the use of his eyes, he entered as a student the theological seminary at Andover, graduating the year after. For a period of six years following his entrance to this institution, he was almost entirely deprived of his eyesight; so that, during that time, and for six years subsequent thereto, all his literary work, both of acquisition and composition, was performed by the aid of an amanuensis. After his graduation at Andover, he returned to Williams college, where, in 1855, he entered upon the duties of professor of rhetoric. The degree of doctor of laws was conferred upon him by Amherst college, in 1873, and that of doctor of divinity by Grinnell college, in 1875.

Prof. Bascom continued to occupy the chair of rhetoric in Williams college until 1874, with the exception of one year, in which he was absent on a visit to Europe, when, at the commencement of the summer term of that year, he entered upon the presidency of the University of Wisconsin, which position he has since filled with signal ability. After assuming the responsibilities of the office, the first change of importance affecting the institution, was, the removal of all remaining traces of distinction in instruction and opportunities between the sexes.

The next important step taken was the securing from the legislature of the state, an appropriation for the erection of science hall. Into this building, the scientific instruction of the University was gathered and sustained by abundant appliances. It also gave the opportunity for more thorough division of work between the several professors. The next step of progress was the obtaining of a more extended and permanent income for the institution. This was effected by the passage of a law levying a tax of one-tenth of a mill upon the taxable property of the state. Following this, was the securing of an astronomical observatory, erected and furnished by ex-Governor C. C. Washburn, of Wisconsin.

A still further progressive step is the erection of a library and assembly hall. The library, especially, by the increased opportunities it will offer for consultation, will, it is expected, afford very important aid to instruction in the University. There has also been a marked increase for the coming year in the instructional force of the institution. A steady effort has been made to advance the terms of admission to the University and the grade of work accomplished therein. The regents, in continuation of this effort, have voted to remove the preparatory course after 1880, with the exception only of one year in the Greek and Latin.

At the date of Prof. Bascom's election to the professorship of rhetoric in Williams college, Prof. A. L. Perry was giving instruction in that institution in political economy. In consequence of discussions with him and at his suggestion, Prof. Bascom was induced to write a work on that subject, designed as a text-book for colleges. It was published in 1859, and was his first effort in authorship. The book was adopted in Yale and other institutions. This may be said to have been a pioneer work upon political economy. The author, though acknowledging that "a science which comes in contact with the interests of men, which lies in the region of daily action and desire, will find its theories more frequently questioned, and its proofs more severely tried, than one which has to do with the relations of abstract ideas, or the facts of the external world," succeeded, notwithstanding, in laying down theories and in bringing forward proofs, in the building up of his system, that has well withstood the questioning and the trials, of which he speaks.

Prof. Bascom's next work was entitled, "Æsthetics; or, the Science of Beauty," and was published in 1862. It was the publication of sixteen lectures which had been written, as the author declares, "with a desire to supply the want of an exclusive and compact treatise on the principles of taste." It was his aim to combine and present in a systematic form such facts and principles as constitute the department of taste; and,

as far as might be, to make good its claims to the rank of a distinct science. The book has passed through a number of editions and has been extendedly used as a text-book.

The third effort of Prof. Bascom as an author was the publishing, in 1865, of a work entitled "Philosophy of Rhetoric." The work was chiefly designed for the later years of collegiate instruction; its aim was, to give principles as well as the rules on which excellence in language depends. In this book, the author draws an admirable distinction between science and art. "Sciences and arts," says he, "though closely related, are, in themselves, quite distinct. This difference we need to understand for the right apprehension of either. A science has reference to an intellectual end; an art, to a practical end: the one informs and gratifies the mind by a knowledge of the real character and dependencies of things; the other guides and fortifies life in their use and government."

In 1869, Prof. Bascom published his fourth book,—a work entitled "The Principles of Psychology." This he gave to the public not from any desire to furnish a text-book upon that subject, but from his general interest in the topic discussed. Since the early editions, the work has been considerably enlarged. "To the few who think, investigate, and seek the substance of things," said the San Francisco *Bulletin*, "the reading of this book will be a rare delight. It is the most important contribution in mental science recently given to the public."

The fifth publication by Prof. Bascom was a work on "Science, Philosophy, and Religion,"—a publication, in book form, of twelve lectures, in part an extension of principles previously published by the author,—the object being to develop the central doctrines of man's intellectual constitution in new directions and more firmly to establish them in old ones. This book was first issued from the press in 1871, the lectures given therein having, before that time, been delivered by Prof. Bascom in the Lowell institute, Boston. Said the Boston *Commonwealth*: "The book is religious, thoughtful, sometimes brilliant, and uncommonly refreshing."



In 1874, was published Dr. Bascom's "Philosophy of English Literature," which, like his "Science, Philosophy, and Religion," was a publication of a course of lectures—twelve in number—delivered in the Lowell Institute. The object of this, the author's sixth book, was to put the general reader and the student of English literature into early possession of the leading influences operative in it, and thus to enable them to peruse and to study its numerous productions with more insight, more pleasure, a better mastery of relations, and a more ready retention of facts. This work is used considerably as a text-book. Of it, the *Utica Herald* said: "The book is one which cannot be too highly recommended to those who have begun to think earnestly, or care to begin."

Dr. Bascom's most elaborate book—the seventh of his publications—was issued from the press in 1876, and is a work of nearly six hundred pages, octavo. It is entitled "A Philosophy of Religion." The purpose had in view by the author was a clear pointing out of that in the constitution of the mind, which justifies and supports religious faith, the antecedent conditions of philosophy which are essential to the Christian system, and the beliefs concerning the soul of man which infold ultimately the fortunes of religion.

Dr. Bascom's eighth and last book given to the public, is a work issued in 1878, on "Comparative Psychology; or, the Growth and Grades of Intelligence." It was the purpose of the author in this volume to test the nature and extent of the modifications put upon human psychology by its relations in growth to the life below it, and in doing this to reach a general statement of each stage of development. "The volume," said the *New York Tribune*, "is evidently the fruit of wide study, profound reflection, and original strength. It follows the method of the best modern writers on the philosophy of the mind, in making intelligent use of the results of physiological science, although it does not neglect the philosophical questions which give vitality and substance to all speculative inquiries. President Bascom traverses a large field, though he

is so accomplished a master of expression that he presents the results of his researches in a brief compass. His little book contains the marrow of profound investigations, and presents a rich variety of knowledge and suggestion in a singularly attractive form."

A work entitled "Ethics," President Bascom has now in press. It is a general discussion and presentation of moral science. This book, when issued, will be the ninth volume from his fertile pen, given to the public. All his works have a philosophical bearing; all are analytical in their treatment of subjects; and all are characterized by their depth of thought.

Dr. Bascom's contributions to the periodical press, as might be expected, have been numerous. They may be grouped under the general heads of metaphysics, social and economic questions, reviews, popular essays, sermons, and agricultural addresses. The subjects discussed take an extended range. From January, 1866, to October, 1875, there were published from his pen, in the *Bibliotheca Sacra*, not less than nineteen articles; including, among others, "Intuitive Ideas" and "Utilitarianism," in 1866; "Conscience" and "Cause and Effect," 1867; "The Human Intellect," 1870; "Instinct," 1871; "The Influence of the Press" and "The Influence of the Pulpit," 1872; "The Nation" and "Taine's English Literature," 1873; "Professor Albert Hopkins" and "Consciousness," in 1875. To the same periodical were communicated by him from October, 1867, to October, 1869, seven articles on the "Natural Theology of the Social Sciences." In the *North American Review* for April, 1857, appeared "Hickok's Empirical Psychology;" in the *New Englander*, October, 1862, "The Laws of Political Economy in their moral Relations;" and, in April of that year, in the same periodical, a "Review of Buckle's History of Civilization." To the *Presbyterian Review*, Prof. Bascom contributed, in 1866, "The Relations of Intuitions to Thought and Theology;" in 1869, "Consciousness: What is It?" in 1870, "Inspiration and the Historic Element in the Scriptures;" in July, 1871, "Darwin's Theory;" in July, 1872, "Evolution." In

December, 1869, in *Putnam's Magazine*, appeared a paper from his pen entitled "The Foci of the Social Ellipse." Five of his agricultural addresses have been published, and ten of his sermons; of the latter, six are baccalaureate.

With writers less profound than Dr. Bascom, the tendency is, usually, to attempt enriching thoughts with wealth of words; but President Bascom is rich both in thoughts and words. It sometimes happens that, in marshalling his ideas, he becomes so intent upon reaching the objective point, that he leaves his words to "fight their way through" as best they can; but this is not of frequent occurrence: usually, his style is very attractive; and, in his "Philosophy of English Literature," it shows, perhaps, to better advantage than in any of his other works. There is, in his manner of expression, an observable independence; and the same peculiarity is noticeable in his thoughts; but it is an independence—a freedom—arising not from an over-estimate of his own abilities, from ostentation or vanity, but simply from originality. There is a directness in what he says indicative of the habit of close reasoning. Take this example from his baccalaureate sermon of June 14, 1874, upon "The Freedom of Faith:"

"Belief is the supreme power of the soul; unbelief is its supreme weakness. No faculty gives us the range of the spiritual universe but this, the faculty of faith. If we walk by sight only, we can never pass those bounds which divide the visible and the invisible, the present and the future, the mortal and the immortal. Our field is circumscribed with limits like those which hem in the brute. Sensations are open to us, and the sagacity that springs from them; but no divine spirit of insight and hope descends upon us, making us the children of God. It is given only to those who can believe, who can lay hold of the visible as a sufficient symbol and proof of the invisible, who can receive the incarnate word, to them offered, as the express image of truth, to become the sons of God. The soul is spiritually powerless that cannot believe, that cannot beat the air with the wings of faith, to whom the hidden things of the kingdom are remote, impalpable, unattainable."

The proudest monument of the greatness of Wisconsin is its common schools. This, Dr. Bascom seems fully to realize. At the head of an institution itself the apex of the school-system of the state—his words have no uncertain sound. He says: "The communism of our time is not all an error. It *means* something. It means that wealth and poverty must stand on more equal terms than hitherto, that the resources of the nation are for the nation, and that no stable community can be built upon merely commercial law. The true communism is that of intelligence, of opportunities. If we reject this, we shall be worried and wasted by its devilish counterpart, the restless night-stalking ghost of murdered sympathy. It is strange, very strange, that our churches take no more interest in public instruction. Some of them attack the common schools, some of them are indifferent to them, and none seem to regard them as a supreme point at which life is to be poured into the community." And thus he sums up the subject: "A school system that gathers up the wealth and the good will, the constructive thought and executive wisdom of a people, will be great in itself, great in the condition it carries with it, and magnificently great in its command of the future."\*

President Bascom is a thoroughly successful instructor. Indeed, his hold upon the students is regarded as something quite remarkable. He is lucid, concise, and fascinating; and his resources seem inexhaustible. His chosen field and the one, perhaps, which he has cultivated the most thoroughly, is that of mental and moral philosophy. Upon these subjects he has few equals. As a public speaker and pulpit orator, he is impressive and always commands attention and respect. His duties as executive officer of the University he performs with conscientiousness and promptness; and no interest of the institution, however trivial it may seem, is ever allowed to suffer from want of his personal attention. "Under his able management and watchful care, the University has made rapid

\*From "The Common School,"—a baccalaureate sermon delivered to the graduating class of the University of Wisconsin, June 16, 1878.

progress. His broad and enlightened views on education have been fruitful of a vast amount of good, not only to the institution over which he presides, but also to the state and to the country." He is a close student—a scholar, in the strict sense of the word. With him, however, "books are but helps." He is not borne along wholly in the vehicle of other men's thoughts, but is more frequently seen riding triumphantly in the chariot of his own.

## SKETCHES OF THE

### CHAPTER XVII.

THE TWENTIETH UNIVERSITY YEAR—RESIGNATION OF PRESIDENT CHADBOURNE—COMMENCEMENT OF LADIES' HALL—ERECTION OF A GYMNASIUM—PROSPERITY OF THE UNIVERSITY—INSTRUCTIONAL FORCE FOR THE NINETEENTH AND TWENTIETH UNIVERSITY YEARS—PROF. R. B. ANDERSON.

The twentieth year of the University began the twenty-fifth of August, 1869, and ended the twenty-second of June, 1870, with the graduation, from the college of arts, of Willis F. Cobb, Charles H. Hall, Henry A. Harriman, Stephen Leahy, Daniel E. Maloney, L. J. Rusk, L. B. Sale, and R. H. Schmidt,—each of whom received the degree of bachelor of philosophy. There was also graduated, from the female college, with the same degree, Ellen L. Chynoweth. The graduates from the college of letters, each with the degree of bachelor of arts, were R. M. Bashford, Jacob Bickler, Gottlieb Engel, G. W. Field, S. S. Gregory, William E. Huntington, Burr W. Jones, A. C. Parkinson, A. M. Rice, and C. A. Smith. From the law department, as bachelors of law, there were graduated Charles H. Gardner, A. E. Gepson, W. H. Hurley, J. H. Humphrey, Patrick O'Meara, A. H. Southworth, George Sylvester, Isaac N. Tichnor, and S. H. Vaughan. The oration was delivered before the alumni association by Samuel Fallows of the class of 1859, and the poem was read by D. B. Frankenburger of the class of 1869.

It was at the close of this university year that President Chadbourne felt called upon, by the precarious state of his health, and because of his private interests, to sever his con-

nection with the institution. His ability, energy, and incessant labors, had contributed very largely to advance the interests of the University and to increase its efficiency. In all the departments of the institution, his zeal was alike manifested. He worked, together with his corps of professors and instructors, conscientiously, ably, and successfully; and the result was most satisfactory to all friends of the institution. There was a deep regret expressed at his leaving. Said the regents, in their report for 1870: "The board has heretofore often publicly expressed its sense of the high value of President Chadbourne's services; and the members take pleasure in saying that the fruits of his labors have identified him with the University, and that he will long be held in grateful remembrance."

One of the pressing needs of the University, after the establishment of the female college, was a building to be occupied by the ladies in attendance. The president of the board of regents, in his report for 1869, said: "We need, for the young men, every particle of the room occupied by the young ladies [in the university hall]; and, to this end, we are in want of a building to be used as a female college." Promptly, the legislature acted upon the suggestion. By an act approved March 12, 1870, there was appropriated, for the purpose of enabling the regents to build an additional edifice upon the university grounds, the sum of fifty thousand dollars. So, while the illiberal policy on the part of Wisconsin, in times past, toward her *sons*, in failing to come to the aid of the University in her hour of trouble, had been a reproach to the state, now she came boldly to the front—in advance of any of her sister states—in making provisions for the liberal education of her *daughters*. Plans and specifications for the new building were soon prepared, and the contract for its erection was awarded to John Fellenz, the structure to be completed by the first of October, 1871. Another important law of 1870, approved on the fifteenth of March, was one providing for the admission to the bar of graduates of the law

department, by which it was provided that all such graduates should be entitled to admission to the bar of all the courts of Wisconsin, upon presentation to the judge or judges thereof certificates of such graduation, and the payment of one dollar.

During the year 1870, a frame building for drill and gymnastic exercises was completed on the university grounds, at a cost of about four thousand dollars. It is a plain, substantial structure, admirably adapted to the uses for which it was designed. The main building is one hundred feet long by fifty in width. To this is attached a wing, thirty-four feet by twenty feet, containing an armory and an office for the professor of military tactics.

The influence of the University was now widely felt in the state, as evidenced by the interest awakened not only among educational men, but among prominent citizens generally. "Unmeasured good," wrote the president of the board of regents, in his report for 1870, "comes to all classes connected with the University from feeling that the people of the state, through their chosen representatives, manifest an interest and state pride in the prosperity of their chief educational school. It cheers the teachers, whose highest reward is, to see the fruitage of their labors in the sending out of accomplished young men and women to labor in yet broader fields; and it is an effectual stimulus to the students to strain every nerve, and make the most of the advantages within their reach." "It is not too much to say," continued the writer, "that the influence of the University is already felt throughout the commonwealth, in the reaching for a higher and better education; and that even more has been accomplished in this direction than could have been hoped for by those who know the difficulties contended with, and the limited means given with which to work."

The faculty and instructors for the nineteenth university year were Paul A. Chadbourne, president and professor of mental and moral philosophy; John W. Sterling, vice-president and professor of natural philosophy and astronomy; John



B. Parkinson, professor of mathematics; Stephen H. Carpenter, professor of rhetoric and English literature; William F. Allen, professor of ancient languages and history; John B. Feuling, professor of modern languages and comparative philology; Colonel W. R. Pease, professor of military engineering and tactics; W. W. Daniells, professor of agriculture and analytical chemistry; John E. Davies, professor of natural history and chemistry; Addison E. Verrill, professor of comparative anatomy and entomology; Orsamus Cole, Byron H. Paine, J. H. Carpenter, and William F. Vilas, professors of law, with H. S. Orton as dean of law faculty; Amos H. Thompson, tutor; Isaac S. Leavitt and A. H. Southworth, instructors in the preparatory department; Elizabeth Earle, preceptress; Clarissa L. Ware, associate preceptress; Frances Brown, teacher of music; and Louisa Brewster, teacher of drawing and painting. The faculty and instructors, for the twentieth university year, were the same as the previous year, except that R. D. Irving filled the chair of geology, mining and metallurgy, which had been created; Walter S. Franklin occupied the chair of military science and engineering, made vacant by the resignation of Colonel Pease; R. B. Anderson was made instructor in languages, and D. B. Frankenburger, instructor, simply. Thompson as tutor and Leavitt and Southworth as instructors in the preparatory department were no longer connected with the institution. Clarissa L. Ware took the place of Elizabeth Earle as preceptress; while Clara D. Bewick and Lizzie S. Spencer were employed as assistants. To S. H. Carpenter's professorship was added logic.

In June, 1875, Rasmus B. Anderson, A. M., was elected, by the regents, professor of Scandinavian languages in the University. He was born the twelfth of January, 1846, in Albion, Dane county, Wisconsin, of Norwegian parents,—his father having been, in 1835, the leader of the first large company of emigrants that came from Norway to the United States,—arriving in Wisconsin in September, 1841. The son received such common school instruction as the pioneer settlement afforded.

At the age of fourteen, he left home, leading a somewhat unsettled life for the next two years. He then entered an Iowa college, where he studied over three years, at the expiration of which time he returned to Wisconsin and, in June, 1866, was elected professor of Greek and modern languages, in Albion academy, in his native county. This position he held for nearly three years, drawing into the institution a large number of Scandinavian pupils.

Prof. Anderson then entered as student the post-graduate course in the University of Wisconsin, where he remained during the spring term of 1869. In the summer thereafter, he was appointed instructor in languages in that institution, continuing in the position until the summer of 1875, when, as before stated, he was called to the chair of Scandinavian languages,—the first native-born citizen of Wisconsin to be honored with a full professorship in the institution. This office he continues to fill, with credit and ability. He was appointed librarian of the University in 1877, which position he still holds. He has established, in the institution, a Scandinavian Mimer's library, the best one of the kind in the United States. It contains over one thousand volumes. In the founding of this library, he received much assistance from Ole Bull, the world-renowned violinist, who, on the seventeenth of May, 1872, gave a concert in Madison, Wisconsin, in aid of the enterprise.

Prof. Anderson is, for his age, one of the most prolific writers of the country. As a contributor to the periodical press and as an author of books for general reading, no other citizen of Wisconsin has gained so extended a reputation. He early began to feel an especial interest in Norse literature,—collecting works upon subjects connected therewith, the result being the accumulation, at this time, of a large and unique private Scandinavian library. His first contributions to the press were made in 1865, at the age of nineteen. Since then, he has contributed extensively to newspapers and magazines published in the Norwegian language, in the United States

and Norway. These articles are, to some extent, upon history and *belles-letters*, but the larger portion are polemic. Among these contributions are to be found "Runer;" "Folkefrihedens Vugge stod i Norge;" "C. C. Rafn,—Biografisk Skizze;" "Oplysningens Nytte i timelig Henseende;" and numerous others of recognized ability. The burden of his controversial articles has been an ardent defense of American institutions, particularly of the common school. The gist of his sentiments with reference to this cherished institution of our country is to be found in this terse, and rather startling motto adopted by him: "Whosoever, directly or indirectly, opposes the American common school is an enemy of education, liberty, and progress. *Opposition to the common school is treason to our country.*"

In the English language, Prof. Anderson has supplied papers to be found in the *Atlantic Monthly*, *The Nation*, *The Christian at Work*, *Inland Monthly*, *Frank Leslie's Sunday Magazine*, *Robinson's Epitome of Literature*, *The Library Table*, and others; to the English press, articles to be found in various periodicals, especially in *The London Academy*. His contributions to the daily papers, east and west, in the United States, have been numerous. His connection with "Osszehasonlito Irodalomtortenelmi Lapok"\* has been interesting and quite extensive. This polyglot journal is published by the professors of the Royal university of Hungary. In it, he has published a number of articles both in poetry and in prose. It is a periodical circulating among scholars in every quarter of the globe.

Prof. Anderson began his successful and enviable career as

\* "Journal of Comparative Literature;"—" [Latin] Acta Comparationis Literarvm Unversarvm;"—" [German] Zeitschrift fur Vergleichende Literatur;"—" [Portuguese] Folhas de Litteratura Comparativa;"—" [Italian] Giornale di Litteratura Comparata;"—" [Spanish] Periodico de Litteratura Comparada;"—" [French] Journal de Litterature Comparee;"—" [Swedish] Tidskrift for Jemforande Literatur;"—" [Dutch] Tijdschrift voor Vergelijkende Letterkunde;"—" [Icelandic] Timarit fyrir Bokmenta Samanburdh."

an author of books, by giving to the world, in 1872, "Julegave"—a work in Norwegian. It is a collection of Norse folk-lore stories and has reached its third edition. Of the work, *The Nation* of February 20, 1879, says: "The 'Julegave,' or 'Christmas-gift,' of fairy tales and stories to the children of the Norwegian settlers on our continent, consists of selections chiefly from the charming collections of Asbjornsen and Moe, and owes its existence to a desire to provide the little ones with entertaining reading in the language of their fathers. Among the tales, we recognize such common property of the Aryan race as 'Little Red Ridinghood,' 'Faithful John,' and 'The Master Thief;' while others bear a more distinctively Norwegian stamp. We can heartily recommend them to both young and old."

In 1874, Prof. Anderson published another Norwegian book,—his second effort for public favor. The work was entitled "Den Norske Maalsag;" it being an account of the movement to restore a national language in Norway. Says *The Nation*: "The written language of Norway, as is well known, differs widely from the spoken dialect, and 'Den Norske Maalsag' gives an interesting account of the efforts that, since the separation from Denmark in 1814, have been made by an ever-growing number to supplant the Danish of the press and literature by the 'Almuemaal.' To the book is appended a story in Norwegian by Kristofer Jansen, one of the foremost champions of the movement." The *London Academy*, while opposing the project thus illustrated and supported by Prof. Anderson, admitted that his book said everything that could be said in favor of the movement. That journal added: "Mr. Anderson supplements his clever little book with a specimen of the new language."

Prof. Anderson now entered upon a larger field of literature, which he has since cultivated with even more success than the other. His first book in the English language was "America not Discovered by Columbus;" third edition, in 1877. This work has been received with marked attention at home

and abroad. It has been reviewed in many languages; and, with one notable exception, these notices have all been commendatory. This history is an attempt to place (what the author believes to be) the facts of the Norse discovery of America in the tenth century, within the reach of all; and to show, by a chain of circumstantial evidence that Columbus, before sailing upon his famous voyage in 1492, was in possession of knowledge of the Norse discovery. Of the work, the *London Notes and Queries* says: "It is a valuable addition to American history. \* \* \* The book is full of surprising statements, and will be read with something like wonderment." The book has been twice translated into the Norwegian language;—once, into modern Norwegian, and again into the tongue advocated by the author's "Maalsag."

The idea of erecting a monument to Leif Erikson, claimed to be the discoverer of America, was first suggested by Prof. Anderson, who has interested himself greatly in the undertaking, securing the cooperation of Ole Bull and John A. Johnson. From the attention called to the supposed discovery by the publication of "America not Discovered by Columbus," also from Ole Bull's efforts and influence, and from the contributions of others, a sum sufficient has been raised,—the monument to be the work of J. Q. Ward, the sculptor. It is to adorn the post-office square, in Boston.

In 1875, Prof. Anderson published his "Norse Mythology." This is his largest work and the one upon which rests, to a great extent, his excellent literary reputation. It is an exhaustive and systematic presentation of the Odinic religion of the old Teutons, based on the Icelandic Eddas and Sagas. Few books have been more extensively or more generously noticed by the press of America. In Europe, its reception has been equally cordial;—English, French, German, and Scandinavian journals gave it, and are still giving it, elaborate and most favorable notices. Says the *Christian Era*: "It is full of matter at once entertaining and instructive. What Hans Christian Andersen was to the

children, Professor Anderson is to the 'children of larger growth.' He is a guide into the most famous fable-land of the globe, and a translator of the most marvelous traditions among men." This, from the *Hartford Post*: "Professor Anderson's 'Norse Mythology' is without a peer in the English language. There is none so thorough and complete, so appreciative and enthusiastic, so really fresh and entrancing. In some respects, it is as bright and vivid as a tale by Dickens, and enchants one by the beauty and simplicity of its strange conceptions. At the same time, it exhibits all the earnestness and purity of ancient northern thought and purpose." The *New York Tribune* has words equally commendatory: "Prof. Anderson has produced a monograph which may be regarded as exhaustive in all its relations. His work gives evidence of wide research." Says *Scribner's Monthly*: "Prof. Anderson's work is incomparably superior to the already existing books of this order." Prof. Max Muller writes thus to the author, of his work: "I like it decidedly; and, whenever I approach the dark runes of the Edda, I shall gladly avail myself of your help and guidance." "We say in all sincerity," is the language of the *Boston Globe*, "that no American book of recent years does equal credit to American scholarship, or is deserving of more pronounced success." And thus the *Boston Daily Advertiser*: "The volume is rich in poems from the Eddas; and the myths are as wonderful, as fantastic, as exciting, as any of the Greek fables, and have the additional elements of ice and frost to enhance their wildness and mystery." The book, some time ago, reached a third edition, and a fourth will soon be issued.

Prof. Anderson's "Viking Tales of the North" was issued from the press, in 1877. It is a literary study of Tegner's celebrated *Fridthjof's Saga*, giving, in an English translation, the *Saga* material, out of which Tegner fashioned his poem; giving, furthermore, an introduction on *Saga* literature; also, a biography of Tegner; and, by way of an appendix, Prof. Stephen's English translation of the poem:—the whole care-

fully annotated by Prof. Anderson. Says the *Boston Commonwealth*: "This work will vie in interest to scholars with the Vedas of the East." And thus, *The Nation*: "Prof. Anderson's book is a very valuable and important one. The 'Saga of Thorstein, Viking's Son,' \* \* \* teems with magnificently dramatic situations, the impressiveness of which is rather increased by the calm directness and dignity with which they are related. And these features are as characteristic of the English version as of the Icelandic originals. The translator shows an intimate acquaintance with all the intricacies of that cruelly inflected language, and an enthusiastic appreciation of its epigrammatic pith and vigor. \* \* \* Tegner's celebrated poem, 'Fridthjof's Saga,' is sufficiently novel in its theme and abounding in melody and rhythm to yield a large measure of enjoyment." Thus, *The Boston Traveller*: "It is impossible to describe these writings; but the reader will find himself immeasurably repaid by their perusal." Says *The Churchman*: "This work, as a whole, will please and instruct all classes of readers, and especially those who wish to search out the antiquities of Scandinavian literature. But every one will be struck with the majesty and force of that old poetry of the north."

Prof. Anderson is now at work, with Ole Bull, upon a book to be entitled "Violins and Violin-Makers." He has in hand, also, a translation, from Icelandic, of the Elder Edda and the Younger Edda, in all three volumes; "A Guide into Teutondom," one volume; and "Folk-lore Stories, from the Norse," one volume. He has, likewise, other literary enterprises under way, prominent among which are an English version of the Finnish national epic, "Kalevala," and an extensive and thorough study of the Magyar poet, Petofi, whom he hopes soon to introduce to the English-speaking public.

The chief of Prof. Anderson's prose translations is "Charcoal Burners," from the Swedish. This has already been noticed as a work annotated and published, in the English language, by Prof. Nicodemus. From the Norwegian, Prof. An-

derson has translated for the Smithsonian institution, among other articles, an account of the Norwegian North Sea exploration, by Prof. George O. Sars. He has translated a large number of poems from Norwegian, Swedish, and Icelandic; some have been printed in musical publications; one, in Longfellow's "Poems of Places;" several, in the Hungarian *Journal of Comparative Literature*; others, in various periodicals at home and abroad. His translation used by Longfellow is from the Norwegian poet, Andreas Munch, and is entitled

A BRIDAL PARTY ON THE HARDANGER FJORD.

There quivers a glittering summer air  
 Warm o'er Hardanger Fjord's fountains,  
 Where high 'gainst the heavens, so blue and bare,  
 Are towering the mighty mountains.  
 The glacier shines bright, the hillside is green,  
 The people are clad in their Sunday clothes clean;  
 For look! o'er the blue billows rowing,  
 The wedding-folks home are going.

A beautiful princess from times of old,  
 With crown and with scarlet and crimson,  
 Sits high on the boat-stern so fair to behold,  
 Than fjord and the daylight more winsome.  
 The hat of the bridegroom, how happy it flies!  
 For home he is bringing his loveliest prize;  
 He sees in her eyes reflected  
 The hopes of his life perfected.

Hardanger's weird instruments now pour forth strange tunes; there is feasting and revelry; the bells in the church-tower ring; at that favorable moment, an artist catches

"This picture with beauty beaming,"

which is afterward shown to the world, that all may see the glories of Hardanger Fjord and learn the wonderful stories of the northland.\*

Prof. Anderson has published a number of pamphlets in English and Norwegian, upon various subjects. One of these, entitled, "The Scandinavian Languages; Their Historical,

\*See Longfellow's "Poems of Places," vol. III., pp. 217, 218.



Linguistic, Literary, and Scientific Value," is worthy of especial mention. Besides his numerous other literary labors, he has charge, as assistant editor, of the department of pre-Columbian history, in *The American Antiquarian*. He has under his supervision, also, the Scandinavian department of McClintock and Strong's *Cyclopedia of Biblical Literature*, and of Kiddle and Schem's *Cyclopedia of Education*, and has contributed articles to Johnson's *Cyclopedia*. His books have been extensively quoted by writers on American history, on northern literature, and on mythology. He reads, besides the English, Norwegian, Swedish, and Icelandic, the Anglo-Saxon, Modern, Middle, and Old High German; also, French, Latin, and Greek. As a lecturer, he has gained considerable reputation. He spoke in the house of the poet Longfellow, in 1874, to a select audience of literary celebrities, on the subject of Norse mythology. In 1878, he delivered a course of four lectures upon Norse history and literature at the Peabody institute in Baltimore. These lectures were attended by large numbers and attracted general attention. Because of his translations, works, and lectures, Prof. Anderson has been frequently (and with justice) called the father of Norse literature in America. He has twice visited Europe, once in 1872 and again in 1873,—both times in company with Ole Bull. These trips were made chiefly for the purpose of extending his acquaintance with men and things in northern Europe. In 1875, he was made an honorary member of the Icelandic Literary Society. He was appointed delegate to the international congress of Americanists that assembled at Luxemburg in September, 1877, but professional duties prevented his attendance. He was also appointed at that congress a member to the session to be held at Brussels in September, 1879.

Several short biographies of the Professor have been published: one, in the *Chicago Times*; one, in the *Cincinnati Enquirer*; another, in the *Nordiske Blade*; a fourth, in *Hejmdal*, Chicago; a fifth, in *Dagbladet*, Christiania, Norway; a sixth, in *Robinson's Epitome of Literature*, Philadelphia; a seventh, by the Petofi society, in Hungary; an eighth,

in the "History of Madison, Wisconsin;" and a ninth, in *Illustreret Familieblad*, Chicago, in January, 1879. He has been the recipient of many flattering testimonials from literary and scientific men at home and abroad. The following poetical tribute, in the Norwegian language, is from Munch, the poet-laureate of Norway. A free translation into English is subjoined:

## NORGE I AMERIKA.

(Til Professor Rasmus B. Anderson.)

Til fjerne Vesten fra dit Skjod uddrage,  
Mit Fædreland, saa mange gjæve Sonner.  
Din haarde Jord kun sparsomt dem belønner  
For tunge Arbeid' i de lange Dage.

De haabe i Amerika at tage  
En gylden Host, et Liv, som ikke stonner;  
Maaske der Himlen horer deres Bonner,  
Men ofte længes de dog vist tilbage.

Pris være derfor Dem, som vil dem bringe  
Et Bud fra Hjemmet i de kjendte Toner,  
Der mellem Norges Fjelde hjemligt klinge;  
Som bære vil i hine fjerne Zoner  
Vort skjonne Sprog paa Digterkunstens Vinge  
Og hævde, Arven som alt Savn forsoner.

## NORWAY IN AMERICA.

(To Professor Rasmus B. Anderson.)

To western fields from thy lap are going,  
My fatherland, how many lads and lasses!  
Thy stony soil but poorly pays their sowing  
And dreary toil, among those mountain masses.

They hope in western lands to gather  
A golden crop, a life that's free from worry.  
It may be Heaven hears their prayers rather  
There; but their hearts still long to be in Norway.

To you be therefore praise, since you are bringing  
A word to them in tones so home-like sounding,  
As though 'mong Norway's mountains they were ringing.  
Ancestral wisdom to our sons expounding,  
Our language's praise with poet's voice you're singing,  
In far-off zones, across the billows bounding.

The number of Scandinavian students in the University of Wisconsin has been large and constantly increasing since Prof. Anderson became connected with it. There are more of that nationality in attendance at this institution than in all other American colleges combined, except in such as are strictly Scandinavian. The bequest by John A. Johnson, hereafter mentioned, and the Mimer's library, already referred to, have been largely instrumental in swelling the numbers. As a teacher of Scandinavian languages, Prof. Anderson is painstaking, thorough, and very enthusiastic. He is popular with the students under his instruction, and has a happy faculty of filling their minds with the zeal so characteristic of himself as an educator and writer.

## SKETCHES OF THE

### CHAPTER XVIII.

THE UNIVERSITY PRESS ESTABLISHED—TWENTY-FIRST UNIVERSITY YEAR—LADIES' HALL COMPLETED—J. H. TWOMBLY ELECTED PRESIDENT—TWENTY-SECOND UNIVERSITY YEAR—HONORARY DEGREES CONFERRED BY THE UNIVERSITY—AN ANNUAL APPROPRIATION SECURED—APPOINTMENT OF A BOARD OF VISITORS—FREE TUITION GRANTED TO GRADUATES OF GRADED SCHOOLS—TWENTY-THIRD UNIVERSITY YEAR—COEDUCATION OF THE SEXES ESTABLISHED—TWENTY-FOURTH UNIVERSITY YEAR—RESIGNATION OF J. H. TWOMBLY—ELECTION OF JOHN BASCOM AS PRESIDENT—BROAD CHARACTER OF THE UNIVERSITY—UNIVERSITY AND AGRICULTURAL COLLEGE LANDS—DAVID B. FRANKENBURGER, PH. B.

In June, 1870, was issued the first number of *The University Press*, G. W. Raymer and James W. Bashford, editors and publishers. It was started as a monthly periodical. In their salutatory, the editors say: "Seeing the rapid growth of the University for the past few years, in its law department, in its military department, in its agricultural department, in its chemical department, and in the other departments,—all conducted by the best men that can be procured in the country, we have felt that the institution stood in need of no one thing more than a well-edited university journal, devoted to its interests;—one that would make known its wants, advocate its rights, redress its wrongs; one that would be a firm supporter of the institution in all its interests, with its columns always open to scientific, literary, and general news articles, written

by the students, the professors, and the friends of the University."

The twenty-first university year began, under the management of Vice-President J. W. Sterling, on the twenty-fourth of August, 1870, and ended June 21, 1871, with the graduation, from the college of arts, of Carolyn E. Adams, T. L. Cole, D. W. Grady, Sarah J. Hardenburg, Robert Orr, Adele M. Overton, M. W. Pepper, G. W. Raymer, Henry Reid, Ada M. Robson, John Stewart, Q. O. Sutherland, O. J. Taylor, Volney Underhill, Albert Watkins, and John W. Whelan; from the college of letters, of John W. Bashford, H. S. Bassett, L. W. Colby, John A. Gaynor, John F. Glover, and C. N. Gregory; and, from the law department, of R. M. Bashford, E. B. M. Browne, Robert Catlin, Henry Coe, D. B. Frankenburger, C. E. Freeman, S. S. Gregory, T. C. Hardy, H. H. Helms, Justin Jacobs, Jr., B. W. Jones, D. L. Jones, John T. Jones, F. J. Knight, Peter McGovern, Nils Michelet, O. H. Orton, A. C. Parkinson, C. A. Smith, and C. H. Van Wermer. T. B. Chynoweth, of the class of 1868, had been appointed to deliver the oration before the alumni association, but he courteously and generously gave way to other exercises attending the commencement. The annual poem was read by D. B. Frankenburger.

The appropriation, by the legislature of Wisconsin, of fifty thousand dollars, for the erection of a female college building, was the first instance of an appropriation by the state for any university edifice. The building is a stone structure, fifty by seventy-five feet, with a wing forty by eighty-seven feet, all three stories high beside the basement. It is provided with porticos and piazzas, with halls and recitation rooms, beside many conveniences for cooking and laundry work. The entire cost of the structure was less than forty-seven thousand dollars. The building has a fine architectural effect, and adds much to the general appearance of the university grounds. The paramount idea of the regents, in the erection of this edifice was, that young ladies, attending the University, might, if

they chose, pursue their studies entirely within the limits of a female college of the highest character; that is, they were given the option of taking the studies of the female college, under lady teachers, or with the regular university classes, their recitations and other exercises being separate. It will thus be seen that the regents were rapidly approaching the time when every trace of distinction in instruction and opportunities between the sexes was to be removed, and coeducation to become a reality.

It was during the twenty-first university year that the modern classical course was arranged in the University, mainly with a view to the wants of young ladies, who, it was supposed, would prefer not to take the full scientific course with the higher mathematics, or the full (ancient) classical course; but the supposition has since proved, to a great extent, erroneous. During this administrative year of Vice-President Sterling, the institution went forward with increasing usefulness and with a greater number of students than ever before. In June, 1871, the regents secured the services of J. H. Twombly, as president,—“his high character, and long experience in collegiate and educational management, with his energy and practical knowledge,” led “the board to congratulate themselves and the University upon the good fortune which enabled them to place him at the head of the institution.” W. J. L. Nicodemus was, during this university year, as previously mentioned, elected to the professorship of military science and engineering. It was then that every department in the institution was put in complete working order.

The twenty-second university year began on the twenty-third of August, 1871, and ended June 19, 1872, with the graduation, from the college of arts, of Edward D. Adler, Alethe C. Arnold, A. E. Bourne, T. E. Bowman, F. G. Brown, R. H. Brown, Maria E. Byrne, H. M. Chittenden, Julia L. Cook, Joseph Cover, H. W. Deming, Philip Eden, Jr., W. A. Franklin, Gertrude M. Hardenburg, H. W. Hoyt, J. C. Keefe, L. R. Larson, C. E. Laverty, C. S. Montgomery, Jennie Muzzy, D.

T. Newton, W. E. Odell, J. K. Parish, E. T. Sweet, and H. M. Wells; from the college of letters, of E. C. Arnold, G. D. Cline, Sidney Houghton, E. H. Craig, L. M. Fisher, B. W. James, G. F. Merrill, J. B. Slattery, G. G. Sutherland, and E. P. Vilas; and from the law department, of W. S. Arnold, H. P. Barlow, B. E. Brown, Daniel Buchanan, E. C. Burke, L. W. Colby, R. M. Crane, D. H. Flinn, C. N. Gregory, G. P. Harrington, W. T. Kelsey, J. M. Kennedy, John Likens, D. E. Maloney, H. L. Palmer, John Patterson, M. W. Pepper, J. S. Phillips, F. C. Rennie, C. W. Roby, L. B. Sale, M. C. Salmon, I. B. Smith, R. C. Spooner, Herbert Sylvester, R. F. Taggart, O. J. Taylor, Albert Watkins, and H. S. Wicks. In accordance with a time-honored custom of other universities and colleges, the university class of 1872, inaugurated, on the fifteenth of June, a "class-day."

At the University commencement of 1856, the honorary degree of doctor of medicine was conferred by the regents of the University upon Alfred L. Castleman: the honorary degree of master of arts, upon H. K. Smith, 1867; J. C. Spooner, 1869; J. W. Borchsenius, 1870, and upon S. S. Rockwood, 1871: and the honorary degree of doctor of laws, upon R. Z. Mason, 1866; H. S. Orton, L. S. Dixon, Orsamus Cole, and Byron Paine, in 1869; and, at the end of the twenty-second university year (1872), upon W. P. Lyon and L. C. Draper.

The twenty-second university year (1871-1872), was a prosperous one for the institution. "Steadily and surely," said the president of the board of regents, "the University is growing in popular favor, each year adding to its numbers and influence. Its usefulness is widening; its reputation for thorough instruction increasing, and the hopes of its patrons and friends, that it may become an institution of the highest character for scholarship and discipline, worthy of the fullest confidence of the people, are fast being realized." Under the management of President Twombly, who also filled the chair of mental and moral philosophy, "the University held steadily on in its course of prosperity." During the university year,

H. S. Orton was compelled to resign his position as dean of the law faculty, on account of professional engagements. P. L. Spooner was chosen in his place, the former continuing, however, as professor of law.

By an act of the legislature of Wisconsin, approved March 22, 1872, "to appropriate a certain sum of money to the university fund income, and to authorize the levy of a tax therefor," it was provided that there should be levied and collected for the year 1872, and annually thereafter, a state tax of ten thousand dollars; and the amount was appropriated to the university income, to be used as a part thereof. The preamble of the act declares, in justification of this appropriation, that "it has heretofore been the settled policy of the state of Wisconsin, to offer for sale and dispose of its lands granted by congress to the state for educational purposes, at such a low price per acre, as would induce immigration and location thereon by actual settlers;" that "such policy, although resulting in a general benefit to the whole state, has prevented such an increase of the productive funds for which such grants were made, as would have been realized if the same policy had been pursued which is usually practiced by individuals or corporations holding large tracts of lands;" and that "the university fund has suffered serious loss and impairment by such sales of its lands, so that its income is not at present sufficient to supply its wants, and cannot be made so by any present change of policy, inasmuch as the most valuable lands have already been sold." Not only the appropriation mentioned in this act, but the sum given by the state for the erection of the ladies' hall, met with such cordial approbation of the people, that it was manifest that a hearty and generous support would, in the future, meet with general approval. It was the beginning of a wise policy, full of hope to every friend of popular education in Wisconsin. It was, seemingly, safe for them to predict that the state would henceforth pursue the liberal course which several sister states had taken, in dealing with their universities,—furnish the means to make such additions



of new buildings and scientific apparatus as experience might demonstrate to be necessary for the proper growth of the institution, and the convenience and comfort of the students.

A board of visitors, consisting of six persons—one from each congressional district in the state—had been appointed by the regents, in accordance with one of the by-laws of the University. This committee, in their report made June 21, 1872, to the regents, among other valuable declarations, make this one: "It is pleasant to observe that while the faculty is selected from the various religious denominations, including the Roman Catholic, the utmost harmony is preserved among them. Their distinctive peculiarities never appear in the discharge of their official duties." "Every father may rest assured," they add, "that our State University, belonging to the whole people, knows no party, no sect, makes no distinction on account of class, color, creed, or condition."

The faculty and instructors for the twenty-first university year (1870-1871), were the same as the previous year, except that J. H. Twombly was president and professor of mental and moral philosophy, instead of Paul A. Chadbourne, resigned; Major Wm. J. L. Nicodemus, professor of military science and civil engineering, in place of Col. Walter S. Franklin, resigned; Wm. Penn Lyon, professor of law, in place of Byron Paine, deceased. A. C. Parkinson, R. M. Bashford, and Stephen Leahey, were appointed additional instructors; while Mrs. D. E. Corson, as preceptress, took the position of Clarissa L. Ware, resigned, Josephine Magoon becoming an assistant. In addition to his duties of professor of geology, mining, and metallurgy, Prof. Roland D. Irving had added to his chair those of curator of cabinet. In the twenty-second university year, a few changes were made in the instructional force. To Prof. J. B. Parkinson's duties was added that of lecturer on civil polity and international law. The instructors were Anderson, Leahey, and Thomas D. Christie. Ella F. Sage was employed as teacher of instrumental music. There was no person engaged as teacher of drawing and painting.

Since the reorganization of the University, under the law of 1866, the regents kept steadily in view the propriety of a gradual raising of the standard of admission and scholarship, to such an extent as eventually to do away entirely with the preparatory department. It was seen, however, that it must be done so, gradually, without too greatly diminishing the number of students, as to give full employment to all the professors and teachers. To assist in this movement, and with a view to a more intimate connection of the University with the high schools of the state, the regents, with entire unanimity, favored the enactment, by the legislature of Wisconsin, of a law, providing, conditionally, free tuition to all the graduates of high schools of the state. The examination for admission to such students would be such as would tend, it was believed, toward raising largely the standard of scholarship in those schools, and thus, in a great measure, answer the purpose of preparatory schools. It would also make university education a prize within the reach of all high school students, and would bring the University more completely before the people. The legislature readily responded to the wishes of the regents, by the passage of an act, approved March 16, 1872, providing that "all graduates of any graded school of the state who shall have passed an examination at such graded school satisfactory to the faculty of the University, for admission into the sub-freshman class and college classes of the University, shall be at once and at all times entitled to free tuition in all colleges of the University." Ten students availed themselves of this privilege during the twenty-second university year (1871-1872), and were admitted to the university classes.

The beginning of the twenty-third university year was on the fourth of September, 1872; its ending, on the nineteenth of June, 1873. There were graduated from the college of arts, W. H. Bailey, F. L. Boyce, F. W. Coon, M. S. Frawley, W. H. Gooding, H. W. Hewitt, W. E. Howe, C. A. Hoyt, E. W. Hulse, W. C. Ladd, G. S. Maxon, G. J. Patton, Duncan Reid, A. F. Warden, James Moroney, William Munroe, and James

Quirk—of these, the three last received each the degree of bachelor of civil engineering; from the college of letters, James W. Bashford, J. C. Hutchins, W. A. Lyman, G. H. Noyes, and W. D. Turvill; from the law department, G. W. Adams, Albert Allen, H. Blackmer, M. E. Clapp, Abel Davis, B. W. James, William Johnson, E. S. Knight, Stephen Leahey, C. E. Laverty, C. C. McNish, G. F. Merrill, F. H. Merrill, S. S. Miller, D. C. Millett, C. S. Montgomery, D. T. Newton, R. C. Orr, M. C. Ring, F. H. Tabor, Geo. C. Trucks, J. K. Wetherby, David S. Wegg, H. M. Wells, and John E. Wright. The oration before the alumni association was delivered by Geo. W. Bird, of the class of 1860; and the poem was read by Geo. D. Cline, of the class of 1872. The honorary degree of doctor of philosophy was conferred upon Joseph Ficklin; and that of doctor of laws upon C. C. Washburn and E. G. Ryan.

During this university year, the conclusion was reached that the course of study for the institution in all its colleges and departments, should be exactly the same for students of either sex; and thus, in the University of Wisconsin, after twenty-three years, it was found that young ladies were equal, in mental power, to young men; and coeducation became a fixed fact. Still, there were those of the regents who were not entirely satisfied that the strain on the mental faculties, kept up for a series of years, would prove the gentler sex equal to the other in endurance. But now that all serious obstructions were removed from educating the sexes together, the experiment would, in a very few years, be thoroughly tried, and the result known to the people of Wisconsin. Those of the regents in doubt could well wait for results; and, it may be premised, they have not waited in vain. During the twenty-third university year, forty-eight students, graduates of graded schools of the state, were admitted under the act of 1872, with free tuition; and the consequence was, as predicted, an immediate effect in diminishing the number in attendance in the preparatory department of the University.

The twenty-fourth university year began September 3, 1873, and ended June 18, 1874, with the graduation, from the college of arts, of Charles N. Akers, Florence E. Taylor, John Brindley, Geo. E. Brown, W. E. Brown, C. W. Bunn, E. R. Carr, Mary I. Carrier, Henrietta L. Crane, R. G. Deming, Marion V. Dodge, Mary S. Dwight, L. M. Fay, Jennie Field, Henry Frawley, Delia E. Gilman, Thenetta Jones, Annie M. Martin, Mary McCoy, Kate G. McGonegal, F. R. Moss, Eliza Nagle, E. D. Orr, Lillian De France Park, Florence I. Pennock, E. H. Ryan, William Street, J. J. Swift, A. W. Utter, M. Van Wagenen, Robert R. Williams, E. D. Wood, A. D. Conover, and John R. Fisher—the last two with the degree of bachelor of civil engineering; from the college of letters, of A. H. Bright, B. F. Dunwiddie, J. C. Fuller, Jennie Muzzy, O. E. Ostenson, J. H. Salisbury, and C. A. Wilkin; from the law department, John W. Bashford, F. L. Boyce, W. W. Downs, O. B. Givens, E. C. Graves, L. J. Grinde, Willis Hand, W. E. Howe, C. A. Hoyt, W. C. Ladd, G. W. Latta, E. W. Mann, G. Maxon, C. W. Monroe, G. H. Noyes, J. M. Perçles, H. S. Robins, Hans Spilde, G. G. Sutherland, W. D. Turvill, and O. T. Williams. The oration before the alumni association was delivered by W. H. Spencer, of the class of 1866, and the poem was read by Miss C. E. Adams, of the class of 1871.

The twenty-fourth university year was one of substantial progress. The resignation of J. H. Twombly as president was accepted by the regents on the twenty-first day of January, 1874, and John Bascom invited to occupy the place. The invitation was accepted, and Dr. Bascom entered upon the discharge of his duties as president of the University with the beginning of the spring term.

From the regents report of 1874, it was evident the broad character of the University as to politics and religion was being adhered to in the full spirit of the reconstruction act of 1866. They say: "In no instance has either the religious faith or the partisan bias of any professor, teacher, or employe, of the

University ever been questioned;—that these matters have been uniformly and always ignored; and, further, that the regents believe earnestly, that whenever such questions shall enter into the appointment of regent, professor, teacher or employe, an entering wedge will have been placed, which if driven, will surely and effectually sap the foundation of usefulness for the University.

“No rule should be more inviolable than this: that in the management of the University, no personal consideration, or political or sectarian faith, should ever be considered in questions relating to appointments; for it is only by a rigid adherence to this rule that a broad career and a high character can be maintained for the University; and he who deviates from it, violates the high trust imposed on him by the people of the state.”

There remained unsold of university land in 1874, four thousand, nine hundred and seventy acres, and of agricultural college lands, fifty-three thousand, three hundred and seventy-three acres. A considerable portion of these lands lay within the limits of the land grants of the Wisconsin Central and St. Croix railroads. “These,” said the regents in their report of 1874, “are rapidly appreciating in value; but with the utter indifference that has characterized the action of our state legislature ever since these lands were given to the state, they are still in the market at minimum prices, and yearly, the best of those remaining are selected and purchased, and the profits that might accrue to the University by withholding the best from market for a few years, are thrown away, and pass into the hands of speculators. Whenever effort has been made to procure from the legislature authority to withdraw any of our lands from market, it has met with sturdy opposition from the representatives of those counties in which the lands lie, on the ground that reservation from sale would retard settlement of the neighborhood. This objection would have force, if sale was made only to actual settlers; but it is notorious that the greater portion of sales since the land grants were made, have

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been to speculators, who hold the lands for the increased value, which, in simple justice, ought to inure to the University.

"In this way, a magnificent endowment, which, if husbanded, would have brought to the University hundreds of thousands of dollars, has been frittered away; and it is only just to claim that it is a sacred duty on the part of the state to make up to the University what has thus been lost. This duty of the state finds additional force, from the fact that the whole endowment of the University comes, not from the state, but from the generosity of the federal government. Can the state do less than meet this generosity by the erection of such buildings as the growing wants of the University require. Thus far, it has erected but one building, the female college. That building filled an actual want, without which no progress could have been made. All who know aught of the workings of the University have seen and acknowledged the wisdom of that appropriation. That the substantial growth and usefulness of the University may keep pace with the growth of the state and the demands for a high grade of education, the time has now come when we must again come to the legislature for aid. A new building for all the purposes of progressive science has become an imperative necessity. The utter inadequacy of our present buildings to accommodate the classes, the need of more laboratory room, the discomfort of teachers and scholars, the failure to reach the best results because of such contracted quarters, and the indispensable necessity to enable us to accommodate the rapidly increasing students, all appeal for this most necessary aid."

In June, 1878, David B. Frankenburger, Ph. B., was elected, by the regents, to the professorship of rhetoric and oratory in the University, entering upon the discharge of the duties of his office at the beginning of the twenty-ninth university year. He was born October 13, 1845, in St. Lawrence county, Pennsylvania. He received his earliest education in the common schools of his native place. He came with his parents to Wisconsin in 1855,—the family settling in Green county. From

that date until 1864, he worked on his father's farm, attending the district school during the winter months of each year. At the age of nineteen, he entered Milton academy, Rock county, Wisconsin, remaining there about two years, when he became a student of the University. Here, he graduated, with the degree of bachelor of philosophy, in 1869.

After graduation, he was employed as instructor in the University during the twentieth and twenty-first university years, and attended, during the latter year, the law school, from which he graduated in 1871. In the fall thereafter, he went to Milwaukee, and entered upon the practice of his profession, meeting with good success, and continuing in the law until 1878, when he relinquished it, to accept the chair to which he had been called in the University, and which he now fills with credit and ability.

Prof. Frankenburger's efforts in a literary way have hitherto been confined almost entirely to poetry. Of his published poems, those read before the literary societies and the alumni association of the University of Wisconsin, are the longest. That he should have been thrice selected in seven years, by the graduates of the institution, as poet, is a most emphatic recognition of his talents in courting the muses. His first poem read before the association (1870), was entitled, "My Old Home on a Rainy Day;" the second (1871), "The Bells that Hung at Bethlehem;" and the third (1877), "Our Welcome Home—To the Alumni."

In his less pretentious efforts, there are many thoughts very beautiful indeed. Several are noticed in a poem published in June, 1870, entitled, "Like Vapor it Passeth Away,"—lines dedicated to the memory of a young man accidentally killed while hunting on the banks of Dead lake, Wisconsin. Says the writer:

On the wings of the morn, all scarlet and gray,  
Death came in our midst to sadden the day.

After the particulars of the event are related, the anguish of the mother, upon hearing the terrible news, is thus left to the imagination of the reader:

Draw the curtains in close, tread soft on the floor,  
 Tie up the bell's tongue, hang crape on the door,  
 Let the sad-hearted mourners their lone watches keep,  
 For loved ones must die, and mothers must weep.

Then "earth to earth and dust to dust"—

In the fresh spring earth, mould out his lone bed,  
 Where the the willow trees weep o'er the home of the dead—

ends the poetic tribute to the memory of one whose young life went out so suddenly.

The following strikingly beautiful and highly poetic passage is to be found in his last poem before the alumni of the University—"Our Welcome Home:"

There is nothing dead in this world of ours;  
 The rock has life as well as the flowers;  
 The atoms are prisoned, but living still,  
 Are waiting the call of a forming will;  
 And the humble place they hold this hour,  
 Shall be changed in the next to one of power.  
 Unlocked by the tread of our hasty feet,  
 In the bloom of flower and fruit shall meet;  
 For back of rock and bird and tree,  
 Throbs the same great heart of Deity.

A poem on "Dead Lake," read at the anniversary of the Hesperian society, in 1868, is, as a whole, one of his best.

Prof. Frankenburger has contributed articles upon various subjects to the daily papers of the state, all of which are characterized by close and original thought and excellence of composition. As a teacher, he is successful and popular. His aim is to awaken thought—to take the student as he is, and try to develop that which is best, always recognizing his bent, bias, and individual characteristics. He evidently considers it wholly wrong to endeavor to make all students like some ideal of his own.



UNIVERSITY OF WISCONSIN.

CHAPTER XVIII.

TWENTY-FIFTH UNIVERSITY YEAR—THE LEWIS PRIZE—APPROPRIATION FOR SCIENCE HALL—SOLDIERS' ORPHANS' HOME DONATED TO THE UNIVERSITY—AN ASSEMBLY HALL TO BE ERECTED—LEGISLATIVE APPROPRIATION TO THE UNIVERSITY FUND INCOME—TWENTY-SIXTH UNIVERSITY YEAR—PURCHASE OF THE LAPHAM CABINET AND LIBRARY—CONSTRUCTION OF A MAGNETIC OBSERVATORY—FACULTY AND INSTRUCTORS FROM 1872 TO 1876—THE JOHNSON BEQUEST—TWENTY-SEVENTH UNIVERSITY YEAR.

The twenty-fifth university year began September 2, 1874, and ended June 17, 1875, with the graduation, from the college of arts, of Harriet E. Bacon, Carrie A. Barber, Isaac S. Bradley, Alice A. Crawford, Mary C. Draper, T. F. Frawley, F. S. Huntington, C. H. Lewis, Geo. S. Martin, Juliet D. Meyer, Clara Moore, W. H. Rogers, Geo. C. Synon, C. G. Thomas, Fannie West, James Melville, A. G. Schulz, and B. C. Walter,—the last three with the degree of bachelor of civil engineering; A. D. Conover and James Moroney, Jr., graduating as civil engineers: from the college of letters, as bachelors of arts, of W. G. Clough, Kate D. Dewey, A. S. Frank, C. F. Harding, F. S. Luhman, J. W. Mills, J. M. Mills, W. S. Noland; as bachelors of letters, H. A. Odell, C. E. Pickard, P. F. Stone, J. E. Wildish, and F. W. Winchester: from the law department, of L. J. Arthur, C. V. Bardeen, C. W. Bunn, J. H. Bottenseck, W. H. Butler, E. R. Carr, E. W. Chafin, Thos. Coleman, B. F. Dunwiddie, W. A. Franklin, C. S. Fuller,

Ansley Gray, L. E. Haynes, E. G. Hursh, J. C. Kerwin, Thos. Lynch, E. B. Manwaring, W. C. McLain, John McMahon, Duane Mowry, A. J. O'Keefe, A. D. Pratt, Henry Rosenberg, A. J. Schmitz, J. C. Sherwin, Jr., C. A. Starbird, William Street, E. H. Smalley, Mills Tourtellotte, Volney Underhill, G. A. Underwood, E. P. Vilas, Hempstead Washburn, E. G. Webster, J. B. Winslow, and E. R. Woodle. The oration before the alumni association was delivered by A. C. Parkinson, of the class of 1870; the poem was read by C. N. Gregory, of the class of 1871. The honorary degree of master of arts was conferred upon W. D. Parker; the honorary degree of master of science, upon R. H. Brown.

In the year 1866, James T. Lewis donated to the University the sum of two hundred dollars, for the purpose of distributing medals to such meritorious students as should become entitled thereto, in accordance with the standard of merit to be prescribed by the regents and faculty. As the fund was hardly sufficient to accomplish the object of the donor, it remained at interest, by direction of the regents, until June 17, 1873, when, by resolution, the treasurer was instructed to invest the principal and interest, amounting to three hundred dollars, in such interest-bearing securities as should seem to him most desirable. United States bonds were purchased, and the income therefrom set apart to be used as prizes. In June, 1874, the regents (with the consent of the donor), resolved to give a prize of twenty dollars each year, at such time and under such regulations as the faculty should determine, to the undergraduate student who should produce the best written essay. It was to be a "commencement piece," and the reward was first bestowed on commencement day, 1875. The recipient was Fannie West, one of the graduates, on that day, from the college of arts.

The forcible appeal of the regents, in 1874, for aid to erect "a new building for all the purposes of progressive science," met a favorable response from the legislature of 1875. An act approved February 25th of that year, appropriated the sum

of eighty thousand dollars "to build an additional edifice for scientific purposes, upon the university grounds." The contract for the erection of the building was awarded to David Stevens, for the sum of sixty-nine thousand, nine hundred and seventy-five dollars,—the edifice to be completed and ready for use October 1, 1877. The name to be given the structure was "science hall,"—a very appropriate one, as it was to be devoted, when finished, "to the uses of instruction in the various branches of natural science."

By an act approved March 5, 1875, the legislature transferred the Soldiers' Orphans' Home, in Madison, Wisconsin, to the regents, authorizing them to establish, as contemplated by the reconstruction act of 1866, a medical college or course of lectures upon all branches usually taught in such an institution, when, in their judgment, such college should be required by the medical profession of the state. But the president of the University, in his report for 1875, said: "The time does not seem to have arrived for the establishment of a medical department. The profession of the state are not agreed as to the desirability of a medical college in its bounds, and comparatively few earnestly support such an institution. Such a college, if established, should certainly be located at Milwaukee, as affording, by its size, far more clinical advantages than Madison, or than any other place within the state. We should be glad to unite a medical college in Milwaukee to the University; and should hope both to aid it, and receive aid from it." The suggestion was favorably considered by the legislature of 1876; for an act was passed authorizing the sale of the Soldiers' Orphans' Home by the regents, or its use for any purpose they might deem expedient. It has since been disposed of, and an academy and theological seminary established therein, where instruction is given exclusively in the Norwegian language.

It was now that the necessity for an assembly hall was beginning to be keenly felt by the faculty of the University. "We have no room," said the president, "that will hold our

students, and we do not ordinarily meet daily more than a third or a fifth of them. General and positive influence is impossible under these conditions. The spirit of the University, the temper of the body of the students, is of more importance, even, than the quality of the instruction, though the two are intimately associated. We desire exceedingly, a hearty, generous, pleasurable response of the students to the work expected of them. Anything opposed to this, embitters, narrows, and wastes the lives of all. To secure this, in any good degree, demands a high-toned, earnest, and wise spirit on the part of instructors; a concessive, generous one on the part of students; and free intercourse between officers and students, establishing a common life." In other words, "the work of unifying, compacting, and organizing a large body of students, so that they might be swayed by one common impulse and spirit," it was manifest could only be carried forward in a hall of sufficient size to seat all the students of the University. Therein could be given, at stated intervals, rhetorical exercises; therein could be given "those occasional talks, frequent hints on discipline, deportment, and practical suggestions of a miscellaneous sort, which are never so appropriately or effectively given to detachments as to the entire body of pupils." "We lack," said the president, in a previous report, "the opportunity of assembling the students in a body, of imparting to them general incentives, of inspiring in them a common spirit, or even of making to all alike the simplest communication. We are also cut off from any common literary entertainments or rhetorical exercises among ourselves."

The regents, too, had, for some years, not only seen the absolute necessity for an assembly hall for the University, capable of accommodating all the students, where the president of the institution could, at specified times, or whenever necessary, meet his entire charge face to face, and where lectures could be given or society exercises held; but they had also seen the necessity for a material enlargement of the library accommodations, and to meet these wants had economized and husband-

ed their resources for two years. They so far succeeded, that, with the funds then on hand, and what they might reasonably expect to reserve thereafter for that purpose, they deemed it wise and expedient to contract for the erection of an assembly hall and library, so long and so much needed. They accordingly let the contract to responsible parties for the erection of a building suitable in character and design, for the purpose named, upon the university grounds, to cost, when completed, not more than thirty thousand dollars, the whole to be finished and ready for use by the first day of October, 1879.

In order to permanently provide for deficiencies in the university fund income, the legislature, by a law approved March 6, 1876, declared that there should be levied and collected for the year 1876, and annually thereafter, a state tax of one-tenth of one mill for each dollar of the assessed valuation of the taxable property of the state, and the amount so levied and collected was especially appropriated to the university fund income. This was to be in lieu of all other appropriations before that time provided by law for the benefit of the fund income, and it was to be deemed a full compensation for all deficiencies in the income arising from the disposition of the lands donated to the state by congress, in trust for the benefit of the University. It was also provided that from and after the fourth day of July, 1876, no student or candidate for admission to the University, who had, at that time, been a resident of the state for one year, should be required to pay any fees for tuition therein; but this was not to apply to those taking extra studies, or such as might attend the law department.

Wisconsin, by this act of its legislature, placed its University on a solid and substantial basis; making amends for the past, and giving promise for the future. The regents, in their report for 1876, say: "By the enlightened action of the legislature, at its last annual session, the relations of the state to the university fund income have been wisely and permanently settled, and the reliable resources of the institution thereby

increased to such reasonable extent as to inspire complete confidence in the future ability of the University to realize the beneficent purposes of its organization. The compensation thus accorded by law for deficiencies arising from the disposition of the lands donated to the state by congress, in trust for the University, is not deemed to be in excess of the necessities of the University, or of the just and equitable obligations of the state. Nevertheless, the regents have not hesitated to accept the conclusions of the state gratefully, as a final and satisfactory adjustment of the principal questions relating to such trust, hitherto in controversy." Certainly the honor of the state requires it to be final; and every true friend of the University desires it. It gives the institution a position among the best in the country—such a position as contemplated by the general government in its liberal donation of lands. Said a committee of the legislature, in 1877, in commenting upon the passage of the act referred to: "If, at its present state of development, the University were brought to us afresh with its claims, we could in wisdom not do otherwise than we have done, even if the money were ours and not another's, and endow it as we have endowed it. A steadfast, liberal, and wise policy would demand this. The economical and wise management of the regents, the increasing reputation of the University, its faithfulness to its educational work, unite to justify the confidence and support expressed by the act of last winter, and to make it the duty of the legislature to maintain this action of the state."

The twenty-sixth university year commenced September 8, 1875, and ended June 21, 1876, with the graduation from the college of letters, of H. R. Cook, R. B. Dudgeon, E. T. Farnes, Albert S. Ritchie, Helen D. Street, and W. H. Williams, in the ancient classical course, as bachelors of arts; H. S. Daniels, Agnes A. Hascall, J. W. Hiner, A. H. Noyes, R. E. Noyes, and Helen Remington, in the modern classical course, as bachelors of letters: from the college of arts, of Sarah C. Ames, Lizzie G. Atwood, J. H. Calkins, Tirza J. Chapman, Lillie S.

Clark, C. S. Dietz, Emma E. Dudgeon, B. W. Gillett, Mary M. Henry, Elinor Henry, E. R. Hicks, Caroline A. Hobart, Clara I. Lyon, D. E. McKercher, Elizabeth A. Meyer, Mary L. Nelson, Mary J. Oertel, A. E. Smith, Abbie D. Stuart, G. C. Stockman, Fannie A. Walbridge, Nellie M. Williams, E. C. Wiswall, and Elsenä Wiswall, as bachelors of science; G. P. Bradish, J. J. Fisher, J. B. Trowbridge, and W. W. Wood, as bachelors of civil engineering; Geo. Haven and Oliver Matthews, as bachelors of mining engineering; C. F. Ainsworth, W. H. Baird, W. P. Baker, S. J. Bradford, A. H. Bright, Z. A. Church, Henry Frawley, E. C. Higbee, A. L. Lamont, O. L. Larson, F. M. Lawrence, L. K. Luse, Geo. U. Leeson, F. L. Morrill, H. M. Needles, T. J. Pereles, James Quirk, E. H. Ryan, W. H. Rogers, W. F. Redmon, Oliver Schee, J. D. F. Stone, W. A. Short, C. S. Taylor, and C. A. Youmans, in the law department. The oration before the alumni association was delivered by Alexander C. Botkin, of the class of 1859; and the poem was read by G. H. Noyes, of the class of 1873. The honorary degree of master of arts was conferred upon J. J. Thornton; that of doctor of laws, upon J. H. Carpenter and W. A. F. Brown. The Lewis prize was awarded to A. S. Ritchie.

By act of the legislature approved March 13, 1876, the governor of Wisconsin was authorized to purchase the cabinet and library of Increase A. Lapham, deceased, and cause the same to be placed and kept in the University. For the purpose of carrying into effect this act, the sum of ten thousand dollars was appropriated. The purchase was made, and the valuable and extensive collection was soon in possession of the regents. The cabinet includes the results of many years of patient and discriminating labor of a citizen who was one of the most devoted and self-sacrificing students of natural science in the United States.

In the year 1875, the regents received an application from the coast survey department of the United States for the erection of a magnetic observatory upon the university grounds.

The officers of the survey proposed to furnish all the necessary instruments, and assume the care and cost of superintendence, upon the simple condition that the University would provide the building required for conducting the observations prescribed. The interests of science, as well as state pride, dictated a prompt acceptance of the proposal. The result was the construction of the observatory, under the personal direction of an officer of the department named. A similar observatory had been constructed previously at the Smithsonian institution, and another exists at Toronto, under the patronage of the British government—but the longitude of the two localities being so nearly similar, the observatory at Washington has been dismantled and abandoned, and that now completed in connection with the University, therefore, is the only observatory of the kind within the limits of the United States. It is relied upon exclusively by our government in the experimental investigation of this interesting practical science within the borders of our own territory.

The specific object sought to be accomplished by this magnetic observatory is a continuous and reliable record of the variations in the direction and intensity of the earth's magnetic force, by means of photographic self-registration. The instruments provided by the government are similar to those used in Greenwich, Paris, and other European localities for a like purpose. The building is adapted to the object, by being located apart from all other structures, entirely underground, and built without iron. The floor of the instrument room is sixteen by eighteen and a half feet in superficial area, and this room is protected from exterior influences by an arched ceiling six feet or more beneath the surface of the ground, and by an air chamber, enclosed, at the sides, by heavy stone walls, and at the top by brick work. Both inner and exterior walls are firmly laid in hydraulic cement, and are thus rendered impervious to moisture and exempt from changes in atmospheric temperature. Ventilation is secured by means of pipes leading from the floor to the surface above,



and a flue connecting with the surrounding air space. Water for photographic operations and sewerage is also provided for, by pipe connections simple and efficient in arrangement, and the interior is perpetually lighted by the burners provided for photographic registration. While the results anticipated from the series of observations undertaken by the government in this line of investigation are likely to prove of the highest scientific and practical importance, the aid given by the University has been merely nominal.

The faculty and instructors for the twenty-third university year (1872-1873), were J. H. Twombly, president and professor of mental and moral philosophy; John W. Sterling, vice-president and professor of mathematics and astronomy; William F. Allen, professor of Latin and history; S. H. Carpenter, professor of logic, rhetoric, and English literature; Alexander Kerr, professor of Greek languages and literature, and principal of preparatory department; John B. Feuling, professor of modern languages and comparative philology; W. J. L. Nicodemus, professor of military science and civil engineering; John B. Parkinson, professor of civil polity and international law; John E. Davies, professor of natural history and chemistry; W. W. Daniells, professor of agriculture and analytical chemistry; Roland D. Irving, professor of geology, mining, and metallurgy; Orsamus Cole, W. P. Lyon, H. S. Orton, J. H. Carpenter, and W. F. Vilas, professors of law, with P. L. Spooner, dean of law faculty; R. B. Anderson, instructor in languages; R. H. Brown, instructor in English; and James W. Bashford, instructor in Greek and English; Mrs. D. E. Carson, preceptress; Miss Joseph Magoon, assistant preceptress; Lizzie S. Spencer, teacher of English; Augusta Buttner, teacher of French and German; Ella F. Sage and Sue R. Earnest, teachers of instrumental music; Mary C. Woodworth, teacher of vocal music; and Annie Cushman, teacher of drawing and oil painting.

For the twenty-fourth university year (1873-1874), the faculty and instructors were the same as the previous year, ex-

cept that John Bascom took the place of J. H. Twombly, as president and professor of mental and moral philosophy; and J. B. Parkinson resigned the chair of civil polity and international law, and retired from the University. H. S. Orton also resigned as professor of law; R. H. Brown was made instructor in natural history and assistant curator of cabinet; John M. Olin, instructor in rhetoric and oratory. James W. Bashford having left the institution, J. H. Salisbury became instructor in Greek and Latin, and J. C. Fuller, in English; while J. R. Stewart was employed as teacher of drawing. Augusta Buttner, teacher of French and German; Ella F. Sage, teacher of instrumental music; Mary C. Woodworth, teacher of vocal music; and Annie Cushman, teacher of drawing and oil painting, left the University;—Miss S. A. Carver being employed to teach French and German; and Hattie E. Hunter, vocal music. For the twenty-fifth university year (1874–1875), the instructional force remained unchanged.

For the twenty-sixth university year (1875–1876), the faculty and instructors continued the same, except that I. C. Sloan was chosen as a professor of law; while E. A. Birge took the instructorship of natural history and became assistant curator of cabinet, in place of R. H. Brown; and F. S. Huntington was elected in place of J. C. Fuller, as instructor in English. A. D. Conover was employed as an assistant in civil engineering, and M. R. French took the places of Sue R. Earnest and Hattie E. Hunter, as teacher of vocal and instrumental music. Lizzie S. Spencer's services as teacher of English were discontinued. Astronomy was dropped from the chair of John W. Sterling, and chemistry from that of John E. Davies: Prof. Sterling filling the office of vice-president and professor of mathematics only; while to Prof. Davies was assigned the re-arranged professorship of astronomy and physics.

In a communication addressed to the president of the University, dated February 12, 1876, John A. Johnson, of Madison, Wisconsin, donated the sum of five thousand dollars, (one-half to be paid to the treasurer of the University, January 1,

1877, and one-half January 1, 1878), as a perpetual fund, "the annual income from which shall be devoted to aiding needy students at the University of Wisconsin, who have, previously to entering the institution, attended the common school in the United States at least one year in the aggregate before fifteen years of age, and have attended the University at least one term; or, if they have not attended the common school aforesaid, they must have attended the University at least one year. Until the year 1900, such students only as either read or speak (or both) any of the Scandinavian languages (Norse, Swedish, Danish, or Icelandic), reasonably well, shall receive aid from this fund. No student shall receive more than fifty dollars in one year, nor shall more than two hundred dollars in the aggregate be given to any one student. The president or acting president of the University, together with two of the professors that the president may designate, shall constitute a committee to distribute the aid to the students under the provisions of this bequest. All applications for aid must be made to said committee, who are hereby authorized to make such rules in relation thereto as they deem proper. No distinction in sex shall be made by the committee in giving aid. It should be impressed upon the students who may apply for such aid, the duty of paying back to the fund, as soon as they may be fairly and reasonably able to do so, the full amount they may have received from it. The money thus paid back to be added to and treated as a part of the original fund." In accordance with the terms of this donation, Mr. Johnson, on the 28th day of December, 1876, turned over to the University, securities amounting to twenty-five hundred dollars. Since then, an additional sum of like amount has been handed in by the donor, —the whole drawing ten per cent. interest, payable annually. The result has been the establishment of ten annual scholarships of fifty dollars each, the first of which were bestowed during the twenty-sixth university year. Doubtless the value of these scholarships, and the need of additional ones, will be more and more apparent as the University advances.

The beginning of the twenty-seventh university year was on the sixth of September, 1876; its ending, June 20, 1877. There were graduated from the college of letters—in the ancient classical course, as bachelors of arts, Brigham Bliss, C. L. Dudley, Franklin Fisher, Howard Morris, and S. W. Trousdale; in the modern classical course, as bachelors of letters, Alexander Craven and Mary Hill: from the college of arts—course in general science, Carrie B. Carpenter, S. H. Cook, T. H. Gill, Benedict Goldenberger, F. N. Hendrix, Hattie M. Hover, E. M. Lowry, Florence E. Mitchell, Frank Moore, Annie A. Porter, A. C. Prescott, J. C. Rathbun, Matilda Reuel, H. J. Smith, Alice Stickney, Nellie M. Tate, W. E. Todd, S. M. Williams, and H. C. Wood—as bachelors of science; as bachelors of civil engineering, John F. Albers, J. P. Paine, N. F. Phillips, J. M. Turner, and James Whelan, Jr.; and as bachelor of mining and metallurgy, W. A. Hover: from the law department, H. W. Bingham, H. H. Curtis, J. J. Fruit, W. W. Haseltine, John T. Kean, Herman Pfund, F. E. Purple, James Reynolds, W. F. White, and John T. Yule. The oration before the alumni association was delivered by James L. High of the class of 1864. The poem was read by D. B. Frankenburger of the class of 1869. The Lewis prize was awarded to Charles L. Dudley. The degree of bachelor of philosophy was conferred upon F. E. Parkinson, *speciale gratia*: the honorary degree of civil engineer, upon James Melville; and that of master of science, upon C. H. Hall.

UNIVERSITY OF WISCONSIN.

CHAPTER XIX.

COEDUCATION OF THE SEXES—TWENTY-EIGHTH UNIVERSITY YEAR—THE WASHBURN ASTRONOMICAL OBSERVATORY ERECTED AND FURNISHED—COMPLETION OF SCIENCE HALL—INSTRUCTIONAL FORCE FOR THE TWENTY-SEVENTH AND TWENTY-EIGHTH UNIVERSITY YEARS.

“During the past year [the twenty-fifth university year],” said the president in his report to the regents, the young women have been put, in all respects, on precisely the same footing in the University with the young men. No difficulties have arisen from it. There were eight young women among graduates at the last commencement [June 17, 1875]. Their average scholarship was certainly as high as that of the young men, and they are apparently in good health.” But the board of visitors for 1877, thus took issue with the president, in their report concerning coeducation in the institution:—“It is now several years since the experiment of the coeducation of the sexes was begun in the University. In respect to the proficiency shown by the young women in the several classes during the recent examinations, as compared with the young men, our impressions coincide with former boards of visitors. They sustained the test at least as creditably as the young men; and, if there was a difference, we are inclined to think it was in favor of the young women. In the main, they excelled in the precision and promptitude with which they responded to questions. We were, however, deeply impressed with appearance of ill-health which most of them presented. It would not



seem probable that, by mere coincidence, so many young women should be congregated together offering this peculiarity. There are a few notable exceptions, but, as a whole, this appearance is unmistakable, and has given rise to considerable comment among the members of the board. There can be nothing about the hygienic condition of the University, in any of its parts, which would give rise to ill-health. Every part examined presented an appearance of cleanliness; the food in the ladies' hall was wholesome and well prepared; the service rooms clean; the dormitories well lighted and aired, and of sufficient capacity. We are, therefore, compelled to look elsewhere for the cause.

"Every physiologist is well aware, that, at stated times, nature makes a great demand upon the energies of early womanhood, and that at these times great caution must be exercised lest injury be done—an injury which, it is well known, may prove permanent. In order to keep place in the University classes, where the sexes are educated together, no account is taken of the fact that the woman labors under a double disadvantage, as compared with the man: 1st, in the circumstance that nature compels compliance with its well established laws, and, as above stated, makes demands upon her energies; and, 2d, that, to keep her class standing, the girl must devote more energy, and, consequently, work harder, to accomplish her task, making drafts upon her system, which, by the very nature of the case, is already taxed to meet the physiological demands made upon it. It is also well known that overwork, in whatever way induced, at the times indicated, will produce deterioration of the system, which generally manifests itself by bloodlessness, followed by a train of evils which it is not necessary here to enumerate. It is this very condition of bloodlessness which is so noticeable in the women of the University at this time. The sallow features, the pearly whiteness of the eye, the lack of color, the want of physical developement in the majority, and an absolute expression of anæmia in very many of the women students, all indicate that demands are made upon them which they cannot meet.

"Education is greatly to be desired, but it is better that the future matrons of the state should be without a University training than that it should be procured at the fearful expense of ruined health; better that the future mothers of the state should be robust, hearty, healthy women, than that, by over study, they entail upon their descendants the germs of disease. And there is no more certain law than that of heredity. The over-wrought nervous system undermines the general health stealthily, but certainly, and its evil consequences are prolonged in many cases through life.

"We are aware that the law organizing the University provides that it shall be open for the education of men and women. It is not therefore necessary that both classes of students be subjected to the same systematic course of training,—mental drill being attained in a variety of ways, each leading to adequate results; and the thought impressed itself upon some of the members of the board that the curriculum could be so ordered that both sexes might obtain University drill,—adjusted in such a manner that each sex should be enabled to secure that form of education best fitted to his or her respective sphere,—and that the system of compelling men and women to fare alike might be so modified as to preclude the possibility of causing disease. We are forced to the conviction that there is, at present, a marked disparity between the health of the men and women of the University, and that, as a class, the women present undoubted evidences of physical deterioration. If the board of regents, however, consider it expedient to alter the curriculum in any way, we would earnestly recommend that particular attention be paid to the physical well-being of the female students."

The reply of the regents was made in their report for 1877. They say:

"The argument of the board of visitors relates more directly to the degree of education which female students are physically enabled to acquire within a given time, than to the expediency of coeducation in the abstract. We are furthermore as-

sured, in a semi-official way, that the board of visitors do not wish to be understood as recommending a denial of any of the existing privileges of the University to any class of students, but as suggesting, simply, such modification in the courses of instruction as will render them available to female students who may prefer less exacting mental labor, and a minor degree of culture.

"It is not claimed that the problem of coeducation has been finally determined, in its relation to capacity for mental culture, and still less in its relation to the personal association of the sexes in our universities. Nor is this problem in either respect one which can or ought to be determined upon special data, or upon limited observation and experience, here or elsewhere. The whole civilized world is concerned in the experiment, and by the final judgment of all the parties to the controversy we shall be forced to abide.

"However that may be, no doubt ought to obtain as to the duty of the University to maintain that higher standard of instruction by which alone it can claim an honest title to its proper rank and name. And if, unfortunately, there are students, or classes of students, unfitted by nature or preparatory training for that extent of progress and intellectual development necessary to entitle them to the honors and rewards of university education, obviously their place is elsewhere.

"This view is further enforced by the fact that, by the law and theory of its organization, the University occupies a specific position in the general plan of public education, with duties limited to a special plane of educational service. Between its work and that of the common school, the high school, the private school, the academy, or the boarding school, there is justly no conflict or confusion of energy, and can be none while neither seeks to usurp the proper functions of the other.

"So far as coeducation refers specifically to the personal and social relations of the sexes, however, ordinary prudence suggests a considerable degree of conservatism. While we cannot consistently lower the standard of university education,



there certainly exists no obstruction to the enforcement of such rules of discipline in respect to students in attendance upon the University, as best conform to the average views of parents and guardians, and a wholesome public opinion."

The president of the university, in his communication to the regents, for 1877, answered the board of visitors:

"One thing we profoundly regretted in the report of the board of visitors, and that was the opinion expressed by them as to the health of the young women. There were some passing appearances, arising from the excessive studiousness of a few not naturally strong, that gave the criticism a color of truth, and were, doubtless, the grounds of the conviction in the minds of the committee. These reasons, however, were very partial and by no means sufficient for the broad conclusions drawn from them; conclusions arising from exceedingly limited observation, and which did not command the assent of all the committee. We regret these opinions because they tend to open a controversy just closed, and to compel us to travel a second time over ground already painfully trodden, and this with the prospect of no other or better issue than that already reached. To be pushed back into the water, when we have just reached shore, is trying.

"The faculty, most of whom were in the outset opposed to coeducation, and who have had years of observation both as to its relation to education and to the health of young women, pronounce earnestly and unanimously in favor of the maintenance of our present method.

"Contrary to the opinion of the visitors, the young women do their work with less rather than with greater labor than the young men, and certainly do not fall below them in any respect as scholars. We also believe this labor to be done by them with perfect safety to health, nay, with advantage to health if ordinary prudence is exercised. The young women, whose health was primarily the ground of criticism, have improved in strength, rather than deteriorated, since they have been with us, though they have burdened themselves with extra work which we do not counsel.

"We confess to some surprise that so many of the medical profession bring forward for the first time in connection with coeducation, a function familiar from the dawn of human life, as if it had the force of a fresh discovery in putting down this form of progress, when, in fact, it has no more to do with coeducation than with separate education; can as well be provided for in the one form of instruction as the other; and bears with ten-fold force against the labors of women as operatives, clerks, teachers, housekeepers, in which callings continuous hard work has been allowed to pass utterly unchallenged.

"Though my conviction has been, previous to this report, that the health of the young women as a whole was better than that of the young men, and that there were striking instances of graduation among the young women with robust strength, I am striving to test this opinion by facts, so far with the following results. All excuses for ill health are given by me. The exact number of students in our collegiate and dependent courses is three hundred and fifty-seven. Of this number, ninety-three are young women, a trifle more than one-quarter. During the past eight weeks, the most trying weeks in the year for students, there have been one hundred and fifty-five days of absence from ill health on the part of young men, and eighteen on the part of young women. The young women should have lost, according to their numbers, fifty-four days, or three times as many as they have actually lost. The students were not aware that any such registration was being made. It may be felt that the young men are less conscientious in pleading ill health than the young women, and this is doubtless true; but I sharply question a young man, and rarely ask any questions of a young woman. I explain the facts in this way. The young men are not accustomed to confinement, and though sun-browned and apparently robust, they do not endure the violent transition as well as women. Study is more congenial to the habits of young women, and the visiting committee are certainly mistaken in supposing that they have to work harder in accomplishing their tasks. The reverse is true.

In addition to the above bill of ill health against the young men, a corresponding large number of them has been compelled, from the same cause, to leave the University altogether.

"A second showing of the registering, which I had not contemplated, but one very interesting, is this; the absences of the young women are almost exclusively in the lower classes. Of the eighteen, two are in the sub-freshmen, fourteen in the freshmen, one in the sophomore, one in the junior, and none in the senior. The absences of the young men are evenly distributed, on the other hand, through the entire course. The young women do not then seem to deteriorate with us in health, but quite the opposite. I do not belong to the number of those who set lightly by health. I would not sacrifice any measure of it for scholarship; but it has long seemed to me plain, that a young woman who withdraws herself from society and gives herself judiciously to a college course, is far better circumstanced in reference to health than the great majority of her sex."

Said the board of visitors for 1878, (one dissenting): "We do not concur in the criticisms made by some, upon the system of coeducation, and we are, on the whole, not ill-pleased with the evidence of physical strength on the part of the ladies; but we think there is much yet to desire in that respect. There should be provision for regular and rigorous exercise for the female pupils, and for systematic cultivation of their health and strength." And thus, the president, for the same year: "The record of health, kept through the year, shows, especially in the upper classes, less interruption in work by ill-health among the young women than among the young men. In the last senior class, the young women were one-fourth of the whole number. Their absences from sickness were one-tenth. In the junior class, the first ratio was one-fourth, the second one-sixth. In the sophomore class, the first was one-fourth, the second one-eleventh. We certainly see no proof that the health of the young women suffers with us from their work. There are clear indications to the con-

trary." So far, then, as the University of Wisconsin is concerned, it may be said that the problem has finally been solved in favor not only of the propriety but also of the feasibility of the co-education of the sexes.

The twenty-eighth university year began September 5, 1877, and ended June 19, 1878, with the graduation, from the college of letters—in the ancient classical course, as bachelors of arts, of F. K. Conover, W. A. Germain, Mary Hill, C. E. Hooker, Francis E. Noyes, O. W. Ray, and H. J. Taylor; in the modern classical course, as bachelor of letters, of Alexander Berger: from the college of arts, in general science, C. E. Buell, W. A. Corson, H. W. Eaton, W. S. Field, Helen L. Hatch, Alice F. Frisby, Almah J. Frisby, W. J. Fuller, B. F. Gilman, T. P. Lindley, Martha Mann, Nettie L. Porter F. B. Robinson, R. G. Siebecker, and Lewis E. Walker, as bachelors of science; as bachelor of agriculture, of W. W. Brown; as bachelor of civil engineering, of W. H. Bradley; as civil engineers, of Geo P. Bradish, Wm. Munroe, and John F. Albers; and as metallurgical engineer, of Oliver Matthews: from the law department, of Carroll Atwood, F. E. Briggs, F. C. Brooks, S. O. Campbell, T. H. Gill, L. P. Hale, J. S. Keyes, P. V. Lawson, J. R. Matthews, A. H. Noyes, R. E. Noyes, J. O'Connor, R. B. Salter, E. H. Sprague, E. A. Tucker, R. F. Wilbur, R. F. Pettigrew, and Wm. Windsor, Jr. The oration before the alumni association was delivered by S. S. Gregory, of the class of 1870, and the poem was read by Mrs. Clara D. Bewick Colby, of the class of 1869. The Lewis prize was awarded to F. K. Conover. The honorary degree of doctor of laws was conferred upon O. M. Conover.

During the year 1876, the regents and faculty of the University, as well as the public generally, were informed that it was the intention of Cadwalader C. Washburn, to donate to the institution, finished and completely equipped, an astronomical observatory. This public-spirited and generous citizen of Wisconsin, having in view the immediate erection of the building, caused to be inserted in the act of 1876, "to per-

manently provide for deficiencies in the university fund income," this section: "From and out of the receipts of said tax [that "of one-tenth of one mill for each dollar of the assessed valuation of the taxable property of the state"] the sum of three thousand dollars annually shall be set apart for astronomical work and for instruction in astronomy, to be expended under the direction of the regents of the University of Wisconsin so soon as a complete and well-equipped observatory shall be given the University, in its own grounds, without cost to the state: *provided*, that such observatory shall be completed within three years from the passage of this act."

The donor, within the time prescribed, erected upon the university grounds, a beautiful stone building, finely situated, and well fitted, for the purpose intended. Its length is eighty feet; its breadth, forty-two feet; and its height, forty-eight feet. A spacious ante-room opens, on the right, into a computing room; on the left, into a transit room; and in front, into the base of the tower. Over the door to the rotunda, is a marble tablet, bearing this inscription: "Erected and finished, A. D. 1878, by the munificence of Cadwalader C. Washburn, and by him presented to the University of Wisconsin—a tribute to general science. In recognition of this gift, this tablet is inserted by the regents of the University." Stairs ascend from the ante-room below to the ante-room above, which opens into the dome. Here is the great telescope. It has a sixteen-inch object-glass, and is one of the best instruments of its size in the world. The building, in all its arrangements, completely equipped as it is, is exceedingly well adapted to astronomical work and instruction—the object had in view by the giver in his generous benefaction.

Science hall, which was contracted for two years previous, was finished within the time specified in the contract with the builder, and was made available for all the purposes for which it was erected, during the twenty-eighth university year. The entire cost of the structure, exclusive of steam and water, was a little less than eighty thousand dollars. It is an edifice im-

posing in its appearance, and extremely well adapted for scientific purposes and instruction. Said the president of the University, in his report for the fiscal year closing September 30, 1877: "Science hall is in full occupation, and we are daily more and more gratified by its resources, and the possibilities of growth which it offers. Our present apparatus enables us to commence our work to advantage, while there are constant suggestions of new wants and enlarged instruction. The present material for our mineralogical, geological, and zoological museums is sufficient to furnish the basis of a fine collection; yet there is room left for the work of many years."

This large and beautiful building is three stories high above the basement. In the latter, are the assay laboratory, work room, qualitative chemical laboratory, store rooms, physical laboratory, and other rooms; also different shops, furnaces, and other necessary appliances. Upon the second floor, are the chemical lecture room, preparation room, balance room, quantitative chemical laboratory, private laboratory, studies of professors of chemistry and physics, physical lecture room, electrical measurements, cabinet for physical apparatus, spectroscopy room, photometer room, physical store room, and other apartments. The third floor contains the geological lecture room, apparatus room, mineralogical and blow-pipe laboratory, study of professor of geology, professor's private library, engineering instrument room, engineering lecture room, mechanical drafting room, engineering drafting room, study of professor of engineering, and other rooms. There are, upon the fourth floor, cabinets, the students' work room, natural history lecture room, study of professor of natural history, art gallery, and curator's study. It will be seen, therefore, that the building furnishes ample and very superior conveniences for instruction in the physical sciences.

The changes in the instructional force of the University for the twenty-seventh university year (1876-1877), were as follows: John B. Parkinson was elected to the professorship of civil polity and international law, and R. B. Anderson, to that

of Scandinavian languages, to whose duties was also added that of instructor in Greek. To the law department, were added two professors—S. U. Pinney and J. B. Cassoday. The places of J. H. Salisbury, F. S. Huntington, and J. R. Stuart were left vacant. Miss M. Murdock was employed as instructor in English and elocution. The changes for the twenty-eighth university year were few: The chair of civil polity and international law was changed to that of civil polity and political economy—and J. B. Parkinson continued therein. R. B. Anderson was relieved from the duties of instructor in Greek, and made librarian. In the law department, J. H. Carpenter became dean of the faculty, in place of J. C. Hopkins, resigned. S. W. Talbot took the position of assistant in civil engineering, while C. I. King was placed in charge of the machine shop. S. W. Trousdale became instructor in English and elocution, and C. P. Etten, in vocal and instrumental music. For the twenty-ninth university year (1878–1879), the chair of modern languages and comparative philology was left vacant,—caused by the death of Prof. J. B. Feuling; while a new professorship of rhetoric and oratory was created, and the chair filled by D. B. Frankenburg. Before the ending of the year, the professorships of logic and English literature, and of military science and civil and mechanical engineering, were made vacant by the deaths of Profs. S. H. Carpenter and W. J. L. Nicodemus. E. T. Owen was elected instructor in modern languages; A. D. Conover, in mathematics, E. J. Nichols, as assistant in civil engineering; G. Muehlhaeuser, as instructor in Latin and modern languages; H. J. Taylor in Latin and mathematics; and F. A. Parker, in vocal and instrumental music. Alice J. Craig was employed as instructor in elocution.

## SKETCHES OF THE

### CHAPTER XXI.

LITERARY SOCIETIES—ORATORICAL ASSOCIATION—REGENTS AND OFFICERS OF THE BOARD—LAW OF 1878—BIOGRAPHICAL SKETCHES OF LAW PROFESSORS—PROFESSORS ELECTED—ASSEMBLY HALL AND LIBRARY—TWENTY-NINTH UNIVERSITY YEAR—CONCLUSION.

Beside the two literary societies already mentioned—the Athenaeum and Hesperian—there are four others connected with the University: the Calliopean, Linonian, Castalian, and Laurean. All are sustained with great interest, and furnish valuable aid in the intellectual training of the student. These societies admit to membership students connected with all the classes.

An oratorical association was formed by the University students, in September, 1874, the object of which is the cultivation of oratory. It is connected with a state association of the same character, organized by the principal colleges of Wisconsin; the latter, with an inter-state association, representing Ohio, Indiana, Illinois, Missouri, Iowa, and Wisconsin. A competitive contest is first held in each institution,—the successful competitor taking part in the state meeting, and the one who is there adjudged as first on the list, represents the state at the final contest. The University of Wisconsin has been three times honored with the highest prize at the state contests: in 1875, by J. M. Mills; in 1876, by A. S. Ritchie; and in 1879, by R. M. La Follette,—the last mentioned winning the highest honor at the inter-state contest.

Under the provisions of the reconstruction act of 1866, there



were appointed by the governor, on the twenty-fifth of May, of that year, as regents of the University, the following persons, whose terms of office would expire on the first Monday of February, in the years named: from the first congressional district, Jackson Hadley, 1869, and B. R. Hinkley, 1868; second congressional district, N. B. Van Slyke, 1869, and R. B. Sanderson, 1867; third district, J. B. Parkinson, 1868, and J. C. Cover, 1867; fourth district, C. S. Hamilton, 1869, and F. O. Thorp, 1867; fifth district, Jacob S. Bugh, 1868, and A. L. Smith, same year; sixth district, Angus Cameron, 1869, and Milton B. Axtell, 1867; at large, Samuel Fallows, 1868; Edward Soloman, 1869, and J. G. McMynn, 1867.

On the seventh of February, 1867, the governor appointed H. D. Barron in place of M. B. Axtell, whose term of office had expired; while R. B. Sanderson, F. O. Thorp, J. G. McMynn, and J. C. Cover, whose terms had likewise expired, were reappointed, all to hold to 1870. On the seventh of March, 1867, Harrison C. Hobart was appointed in place of Jackson Hadley, deceased. On the twenty-second of January, 1868, Jacob S. Bugh was reappointed, for another term; while the place of J. B. Parkinson, whose term had expired, was filled by John Lawler. The following, whose terms had expired, were reappointed: A. L. Smith, B. R. Hinkley, and Samuel Fallows. The five were to hold office until 1871.

The governor of the state appointed on the second of February, 1869, as regents, to hold office until 1872, A. Van Wyck, as successor to H. C. Hobart, and J. C. Gregory, as successor to Edward Soloman. Charles S. Hamilton, N. B. Van Slyke, and Angus Cameron, were reappointed. On the twenty-sixth of June, H. H. Gray was appointed in place of John Lawler, resigned, to hold to 1871. On the eighteenth of January, 1870, Jerome R. Brigham was put in the place of J. G. McMynn, resigned, to hold a few days; and on the eighth of the next month he was reappointed, his term of office to expire in 1873. On the same day, the governor reappointed for the same length of time, F. O. Thorp and R. B. Sander-

son. On the seventh of June, following, H. D. Barron was reappointed, to hold office to 1873. On the twenty-third of the last mentioned month, H. K. Smith was appointed, to hold until 1872, in the place of A. Van Wyck, resigned.

On the seventeenth of January, 1871, the governor appointed James M. Flower, in place of Samuel Fallows (who had been elected state superintendent of public instruction), to hold until the following month. On the seventh of February, there were reappointed, Jacob S. Bugh, A. D. Smith, H. H. Gray, and B. R. Hinkley, to continue in office until 1874. On the eighteenth, following, W. W. Field was appointed in place of J. C. Cover, resigned, to continue to 1873. The governor, on the eleventh of January, 1872, appointed Jerome R. Brigham, in place of H. K. Smith, resigned, to hold office to 1875; on the fifth of the following month, to continue for the same length of time, there were reappointed Angus Cameron, C. S. Hamilton, and J. C. Gregory; while N. B. Van Slyke was put in the place of R. B. Sanderson, resigned, to continue to 1873.

Under the law of 1872, the governor, on the thirtieth of January, 1873, reappointed H. D. Barron, for the eighth congressional district, to hold to 1876. On the twenty-first of the following month, N. B. Van Slyke was appointed, under the same law, for the state at large, to continue in office to 1876. The appointments for 1874 were made on the twenty-fifth of April,—all to continue in office until 1877: Geo. H. Paul was appointed for the state at large; H. G. Winslow for the first congressional district, as successor to B. R. Hinkley; P. A. Orton, for the third, as successor to H. H. Gray; and Thomas B. Chynoweth, as successor of A. L. Smith, for the sixth district. On the second of February, 1875, J. C. Gregory was reappointed from the second congressional district, to continue to 1878. On the sixteenth of the same month, Matthew Keenan was appointed the successor of J. R. Brigham, from the fourth district, and Thomas D. Steel, that of Angus Cameron, of the seventh district, both to serve until 1878. On the

eighth of March; Conrad Krez was appointed the successor of C. S. Hamilton from the fifth district, to serve also to 1878. On the ninth of December, following, J. K. Williams took the place of P. A. Orton, resigned, to continue to 1877.

There were only two appointments made in the year 1876; that of H. D. Barron, on the fourth of March, who was reappointed from the eighth district, and that of N. B. Van Slyke, also reappointed, on the fourth of April, for the state at large: both to hold office until 1879. For 1877, the appointments were: J. B. Cassoday, on the first day of February, from the first district, as successor of H. G. Winslow; T. B. Chynoweth, on the same day, reappointed, from the sixth district; William E. Carter, also on the same day, as successor of J. K. Williams, from the third district: all these to hold office to 1880. On the fifteenth of that month, J. M. Bingham took the place of H. D. Barron, resigned, to hold to 1879. On the tenth of October, following, E. W. Keyes was appointed regent at large, to hold to 1880, as successor of George H. Paul, whose term had expired.

In 1878, George Koeppen was appointed as successor of M. Keenan, from the fourth district; T. D. Steele was reappointed from the seventh, and J. C. Gregory, also reappointed, from the second district. These appointments were all three made on the eighth of February,—the terms of each to continue to 1881. On the fourteenth of the same month, Hiram Smith was appointed as successor of Conrad Krez, from the fifth district, for the same length of time. Up to the month of June in 1879, the governor had appointed C. C. Washburn as successor of N. B. Van Slyke, regent at large, to hold to 1882; and James M. Bingham was reappointed for the state at large, to hold for the same time. Both these appointments were made on the thirtieth of January. On the twenty-first of May, L. B. Sale was put in the place of T. B. Chynoweth, resigned, from the sixth district, to continue to 1880. On the same day, George H. Paul was appointed in place of C. C. Washburn, declined, as regent at large, to hold office to 1882.

By an act approved February 24, 1879, the government of the University was vested in a board of regents, to consist of one from each congressional district of the state, and two from the state at large, who should be residents of different congressional districts, to be appointed by the governor; the state superintendent of public instruction, during his term of office; AND THE HONORABLE CADWALLADER C. WASHBURN, FOR AND DURING HIS GOOD PLEASURE, AS AN HONORARY MEMBER OF SAID BOARD, WITH THE SAME POWER AS ANY OTHER MEMBER. The full term of office of the regents so appointed by the governor, it was declared should be three years from the first Monday of February in the year in which they were or should thereafter be appointed, unless sooner removed by the governor; but appointments to fill vacancies, before the expiration of a term, it was provided, should be for the residue of the term only.

The following persons have served as presidents of the board of regents, from its organization to the present time: Eleazer Root, pro tem., elected October 7, 1848; John H. Lathrop, ex officio, assumed the duties of his office November 21, 1849; Henry Barnard, ex officio, met with the board, for the first time, February 8, 1859; Louis P. Harvey, pro tem., elected January 16, 1861; James T. Lewis, pro tem., elected January 15, 1862; Josiah L. Pickard, pro tem., elected June 24, 1862; John G. McMynn, pro tem., elected January 18, 1865; Edward Soloman, elected June 27, 1866; Charles S. Hamilton, February 10, 1869; George H. Paul, March 11, 1875; James M. Bingham, November 20, 1877; and Cadwallader C. Washburn, on the seventeenth of June, 1879.

Julius T. Clark was elected secretary October 7, 1848; James D. Ruggles, September 25, 1856; David H. Tullis, June 26, 1861; Thomas S. Allen, ex officio, entered upon the duties of secretary, June 27, 1866; John S. Dean, elected February, 1869.

John H. Rountree was elected treasurer October 7, 1848; Thomas W. Sutherland, January 16, 1849; Simeon Mills, No-

vember 21, 1849; William N. Seymour, January 31, 1856; Nathaniel W. Dean, January 20, 1858; Timothy Brown, September 30, 1861. The treasurer of state, ex officio, began the discharge of the duties of treasurer of the board of regents June 27, 1861, since which time the position has been filled by state incumbents.

The revised statutes of Wisconsin of 1878, under the head of public instruction, treat of the University, of normal schools and academies, of common schools, and of the distribution of the school fund income. Under this title, the University is properly placed at the head of the public institutions of learning of the state. The law embodied in the twenty-fifth chapter of these statutes is, in reality, a codification of preexisting laws concerning its management and support. It eliminates the objectionable features of previous acts in force, and leaves little to be added, it is believed, by future amendments. The name of the institution is reiterated—"The University of Wisconsin," and is much to be commended for its simplicity. In giving the objects of the University, the words of the law of 1866 are substantially repeated: "The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial, and professional pursuits." Surely this is explicit and comprehensive. It is declared that "the University shall be open to female as well as to male students, under such regulations and restrictions as the board of regents may deem proper." For the support and endowment of the institution, there is annually and perpetually appropriated: (1) the university fund income; (2) agricultural college income; (3) public and private contributions; (4) income derived from a tax of one-tenth of a mill upon the taxable property of the state.

The law department of the University of Wisconsin has had, from its commencement, the advantage of lectures from law professors who are all men having practical knowledge of their respective subjects of instruction. Beside the

two professors previously named—Byron Paine and Harlow S. Orton—there have been engaged in this department as professors of law, J. B. Cassoday, Philip L. Spooner, Jarius H. Carpenter, S. U. Pinney, William F. Vilas, I. C. Sloan, W. P. Lyon, J. C. Hopkins, and Orsamus Cole.

J. B. Cassoday was born July 7, 1830, in Herkimer county, New York. In early childhood, he was taken by a widowed mother to Tioga county, Pennsylvania, where they resided. Until the age of sixteen, his education was received at the common schools; he then attended an academy in Wellsboro', one term. He afterward taught school, and worked at farming and other manual labor. Subsequently, he studied at Union academy, in Knoxville, Pennsylvania, and then at Alfred academy, in Alleghany county, New York, where he graduated,—it being equivalent to the finishing of the sophomore year in college. He again engaged in teaching, and finally went to Michigan university, where he remained one year, taking a select course. He then read law, and spent a year at the Albany (New York) law school and in a law office at Wellsboro'. He came to Janesville, Wisconsin, in July, 1857, where he continued his legal studies, entering upon the practice of his profession in 1858, and has since continued his professional labors in that city. He was a delegate to the national republican convention, in 1864, and a member of the assembly in 1865. He was again chosen assemblyman in 1877, and presided as speaker over the assembly during the thirtieth session of the legislature.

Philip L. Spooner was born January 27, 1811, in Bristol county, Massachusetts. His early education was only that of the common schools and academy. He was admitted to the practice of the law in 1832; pursued his profession at Lawrenceburgh, Indiana, until June, 1859, when he removed to Madison, Wisconsin, since which time he has engaged in the practice of his profession to some extent; having held, for a year or two, the office of reporter of the supreme court of the state, and some two years or more, the office of assistant attorney general.

Jarius H. Carpenter, a native of Ashford, Connecticut, was born on the fourteenth of February, 1822. With the exception of three or four terms spent in Holliston academy, he received his education in the common schools. After closing his studies, he engaged for a time in teaching, and later began the study of law,—completing his preparatory professional studies with L. P. Waldo, of Tolland, Connecticut. In March, 1847, he was admitted to the bar, and the same year engaged in the practice of his profession at Willimantic, Connecticut. In 1857, he removed to Wisconsin, and settled at his present home, in Madison. He has been, for a number of years, a member of the Madison board of education. The honorary degree of master of arts was conferred on him by Yale college, in 1874; and, as already mentioned, that of doctor of laws, by the University of Wisconsin, in 1875. Dr. Carpenter was one of the revisers of the Wisconsin statutes of 1878, and as such, prepared Title XXIX., entitled, “proceedings in the county courts.” He was also one of the two persons appointed to superintend the publication of the work.

Silas U. Pinney was born in Rockdale, Crawford county, Pennsylvania, March 3, 1833. He received a common school education. In 1846, he removed, with his parents, to Dane county, Wisconsin. He read law in Madison, where he was admitted to the bar in February, 1854. He has ever since practiced his profession in that city. He was city attorney in 1858; a member of the city council in 1865, and mayor in 1874. He was a member of the assembly in 1875.

William F. Vilas was born in Chelsea, Orange county, Vermont, July 9, 1840. With his parents, he removed to Madison, Wisconsin, in 1851. He graduated at the University of Wisconsin, as previously mentioned, in 1858. He also graduated at the Albany (New York) law school, in 1860. He was admitted to practice in July, of the same year, and has since that date followed his profession in Madison. He served in the war for the suppression of the southern rebellion, being mustered into the twenty-third regiment, Wisconsin volunteer

infantry, August 25, 1862, as captain of company "A," which he raised. He was mustered out as lieutenant-colonel of the same regiment. He was one of the trustees of the state soldiers' orphan asylum, and secretary of the board: and one of the three counselors appointed by the supreme court of the state, to revise the statutes of Wisconsin, under the act of 1875, for that purpose. He was also appointed, with Dr. J. H. Carpenter, to superintend the publication of the work.

Ithamar C. Sloan was born in Madison county, New York. He received a common school education, and afterward studied law. He was admitted to the bar in New York, in 1848, and practiced five years at Oneida. In November, 1853, he removed to Wisconsin, locating at Janesville, Rock county. He was elected, in 1857, district attorney for that county, holding the office four years. In 1862, he was elected a representative from the second congressional district of Wisconsin to the thirty-eighth congress, serving on the committee on public lands, and also on that on expenses in the war department. He was reelected to the thirty-ninth congress, serving on the committee on the death of President Lincoln; also, on claims, and expenses of the war department. He is now practicing his profession at Madison, Wisconsin.

William Penn Lyon was born October 28, 1822, at Chatham, Columbia county, New York. He received a common school education; and in 1841, along with his parents, emigrated to Walworth county, Wisconsin. He read law with George Gale, at Elkhorn, and C. M. Baker, at Geneva, Wisconsin,—being admitted to the Walworth county bar in May, 1846. He commenced the practice of his profession in Walworth county, where he continued till 1850, when he removed to Burlington, Racine county. There he practiced in partnership with C. P. Barnes until 1855, when he removed to the city of Racine. He practiced there until 1861. He was district attorney of Racine county from 1855 to 1858, inclusive, and was member and speaker of the assembly for the years 1859 and 1860. He entered the Union army as captain of company "K," of



the Eighth Wisconsin volunteer infantry. He was commissioned as colonel of the Thirteenth Wisconsin, in September, 1862, and was mustered out in 1865, receiving the brevet rank of brigadier general of volunteers. Meanwhile, he was elected judge of the first judicial circuit of the state, for the term commencing January 1, 1866. He served in that capacity until January, 1871, when he was appointed, by Governor Fairchild, an associate justice of the supreme court, to fill the vacancy caused by the death of Justice Byron Paine. In the following April, he was elected for the unexpired term of Justice Paine; also for the ensuing full term. He was reelected in April, 1877, for a term which expires in January, 1884.

James Campbell Hopkins was born in the town of Pawlet, Vermont, April 27, 1819, and was, at the time of his death, in the fifty-ninth year of his age. His ancestors, both paternal and maternal, were Scotch-Irish. When about five years of age, he, with his parents, removed to the town of Hebron, Washington county, New York, and not long afterward, to the town of Granville, where he resided until he commenced his professional career. He was educated at the academy, in North Granville, and in the spring of 1840, entered upon the study of law in the office of James McCall, at Sandy Hill, New York, and afterward continued it in the office of Messrs. Bishop and Agan, at Granville. He was admitted to the bar at the January term of the supreme court, in Albany, New York, in 1845, and immediately after, began the practice of his profession with Mr. Agan, at Granville, continuing with him about two years, and then forming a law partnership with Mr. Bishop, which continued until he removed to Madison, Wisconsin, in the spring of 1856. He was postmaster at Granville for a period of five years, and in 1853 he was elected to the senate of New York, from the district then composed of the counties of Saratoga and Washington; he was an active, influential, and efficient senator, and a member of the judiciary committee of that body.

Upon his settlement in Madison, he became associated in

practice with Hon. Harlow S. Orton, and at once entered upon a large and successful business. Soon after his arrival in Wisconsin, a code of practice, substantially like that of New York, was adopted, and he performed the principal work in arranging it, and adapting it to the provisions of the constitution and judicial system of the state. Politically, he was an ardent whig, so long as that party existed, and on the formation of the republican party, allied himself and acted with that organization; but during his residence in Wisconsin, he gave but little attention to politics, his time being entirely occupied with the duties of his profession. He manifested but little or no ambition for the doubtful honors of modern political life.

He was an excellent lawyer, well read in his profession, and entirely devoted to its duties. With a clear, discriminating mind, familiar with the practical affairs of business men and the methods of business transactions; and, with a judgment rarely at fault, he was a cautious, safe, and reliable counselor. He was a close student; prepared his cases for trial or argument with care; and was almost certain to be ready whenever they were reached, and for any emergency which might be reasonably anticipated. In the presentation of them, whether to the jury or the court, he was clear in statement, incisive, vigorous and able in argument; and, keeping clearly in view the practical necessities of the case, he sought rather to instruct and convince, than to entertain or captivate his hearers; and whether at *nisi prius* or before the appellate court, he was a wary, vigilant, and formidable opponent. Quick to detect an error or mistake, he was certain to take advantage of and expose it. In his intercourse with his professional brethren, he was obliging and courteous, and with an extensive fund of general knowledge, he was a pleasing and instructive conversationist. Added to these advantages, his habits of great industry and promptness in the discharge of his duties, personal as well as professional, enabled him to acquire an extensive and lucrative practice, and a prominent position in the front rank of the bar of the state.

He continued to practice his profession in Madison until, by an act of congress of June 29, 1870, Wisconsin was divided into two judicial circuits, the eastern and the western, when, on the ninth of July, 1870, he was commissioned as district judge for the newly-created western district. He at once entered upon the discharge of the duties of his position, and until his last illness, he devoted, with unremitting zeal and industry, all his learning, his extensive experience, and distinguished ability to the requirements of his judicial station. A love of order and prompt and exact administration of the law, and his kindly courtesy and unwearied patience, rendered practice in the court in which he presided pleasant and attractive. Counsel never had occasion to complain that they had not been fully and fairly heard before him, or that even an implied restraint had been placed on an exhaustive discussion of all their points.

In the hearing and decision of equity causes, and in the administration of the system of bankruptcy then in force, with which he became thoroughly conversant and skilled in its prompt and efficient administration, he had few, if any superiors. He delivered many valuable opinions which stand deservedly high as authority on questions of bankruptcy law. Long familiarity with, and wide and varied experience in business transactions, enabled him to easily master the details of a cause, and readily perceive the precise point upon which it depended. He was quick to detect any artifice, fraud, or sham, and prompt and resolute to expose and rebuke it. \* \* \* During the seven years of his judicial life, when not engaged in his own district, his time was almost constantly occupied in holding court in other districts of the circuit, and frequently at Chicago, where he was highly esteemed as an able judge. Wherever it was his fortune to preside, he won, as in his own district, the confidence and respect of the profession, and all interested in the orderly, intelligent, and impartial administration of justice. He was a

genial gentleman, an excellent lawyer, and an able and faithful judge. He died in Madison, September 3, 1877.\*

Orsamus Cole was born in Casanovia, Madison county, New York, August 23, 1829. He received a common school and academic education—attending an academy at Clinton, New York, and one at Watertown, in the same state. In 1841, he entered Union college, at Schenectady, New York, graduating in 1843. For nearly two years after, he had charge of an academy at Bellville, New York, reading law at the same place. He came to Chicago in August, 1845, and was admitted to the bar in the fall of that year. In December, following, he came to Wisconsin territory, settling at Potosi, Grant county, and entered at once upon the practice of his profession. In 1847, he was elected a member of the convention which formed the constitution of the state; and, in June, 1848, he was chosen a member of the national convention which nominated Zachary Taylor for president of the United States. In the autumn of that year, he was elected a member of congress from the second congressional district of Wisconsin. He was elected, in April, 1855, an associate justice of the supreme court of the state, for a full term of six years; was reelected, for a full term, in 1861; again elected, in 1867, for six years; elected the fourth time, in 1873, for a full term; and, in April, 1879, for a term of ten years.

January 21, 1879, a professorship of astronomy was created; one of physics, as a partial substitute for that of astronomy and physics before that time existing; another, of zoology; a fourth and additional one, of Greek; a fifth one, of English language and literature,—the professorship of logic and English literature being abolished; and a sixth, of history of philosophy and of logic. On the same day, James C. Watson was elected professor of astronomy, that department being separated from the chair of physics; Edward A. Birge was elected professor of zoology; John C. Freeman, professor

\* From the pen of Hon. S. U. Pinney, Madison, Wisconsin. Bissell's Reports, U. S. Courts, Seventh Circuit, Vol. VII.—1874-1878. pp. 11-13.

of English language and literature; and Allan D. Conover, professor of civil and mechanical engineering. Prof. Watson was also, at the same date, elected director of the Washburn observatory. On the seventeenth of June, following, William H. Rosenstengel was elected to the chair of German language and literature, and Edward T. Owen, to that of French language and literature,—both of these professorships being established at that date, while that of modern language and comparative philology was abolished.

The contract for building the assembly hall and library building was let to John Bentley and son, contractors, of Milwaukee, early in September, 1878. The plan and specifications were drawn by D. R. Jones, architect, of Madison, Wisconsin. The assembly hall is one story high, with a gallery; it is built in modern gothic style, of Madison stone, trimmed with Lake Superior brown sand-stone; and presents an imposing appearance. Its tower contains a clock and bell. The size of this building is, in its extreme length each way, about seventy-two feet. It has a seating capacity of six hundred in the audience room, and two hundred in the gallery. The library department is one story, also, with a gallery, and is built of the same material as the assembly hall, with which it is connected. It has also the same general style, and is no wise inferior in its architectural appearance to that department. The size is fifty by seventy-five feet. It has a capacity of sixty thousand volumes, and is arranged with alcoves, and well lighted.

The twenty-ninth university year began on the fourth day of September, 1878, and ended June 18, 1879, with the graduation, in arts, of John Anderson, Geo. M. Bascom, Clarence Dennis, Flora E. Dodge, Archibald Durrie, Oliver G. Ford, H. C. Martin, David Mason, Lewis Ostensen, and J. B. Simpson: in letters, of C. H. Albertson, Jennie Bascom, Mary Bunn, Belle Case, Lulu C. Daniels, Abby W. Jewett, E. J. Paul, Katharine C. Paul, Arthur Puls, Susie A. Sterling, Geo. L. Voorhees, and Flora E. Dodge: in science, of John G. Con-

way, A. G. Dennett, W. E. Dennett, Ida M. Hoyt, J. H. Hutchinson, K. K. Knapp, R. M. La Follette, Jesse M. Meyer, E. B. Oakley, A. D. Prideaux, Edith M. Stearns, John W. Thomas, E. W. Davis, and, by special favor, J. W. Fisher: in mining and metallurgy, C. R. Vanhise: in law, of W. H. Allen, Perry Baird, J. H. Berryman, H. S. Butler, Geo. De Clerk, H. G. Dickie, L. A. Doolittle, J. A. Eggen, C. N. Harris, E. A. Hayes, F. N. Hendrix, J. W. Ivey, John Kelley, Jr., C. H. Ladd, G. L. Kurtz, P. H. Martin, Seth Mills, Howard Morris, C. H. Oakey, J. M. Olin, Jermain Post, A. C. Prescott, Tennis Slingerland, and Otto Peemiller. The oration before the alumni association was delivered by Arthur. Chetlain, of the class of 1870, and the poem was read by Mrs. Clara J. Porter, of the class of 1865. The Lewis prize was awarded to Belle Case.

The University of Wisconsin will begin, on the third day of September, 1879, its thirtieth year, under favorable auspices, —indeed, under more encouragements than at the commencement of any previous year. Its library contains nearly ten thousand volumes. The best American and foreign periodicals are taken. The institution is provided with extensive and valuable geological and mineralogical cabinets and collections in natural history; also, with well-selected philosophical and chemical apparatus. Its chemical, mineralogical, and assay laboratories are well supplied with apparatus and chemicals, affording excellent facilities for the prosecution of studies in their respective departments of science; and the Washburn astronomical observatory is in the hands of an experienced astronomer.

It is the aim of the University to meet the highest educational wants of every student. In the optional studies and post-graduate course, there is provision for all the demands of higher scholarship. The courses of study in the institution are arranged in accordance, so far as may be, with that section of the revised statutes of 1878, which declares that "the college of arts shall embrace courses of instruction in the

mathematical, physical, and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture, and commerce; in such branches included in the college of letters as shall be necessary to a proper fitting of the pupils in the scientific and practical courses for their chosen pursuits; and in military tactics; and as soon as the income of the University shall allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title. The college of letters shall be co-existent with the college of arts, and shall embrace a liberal course of instruction in language, literature, and philosophy, together with such courses or parts of courses in the college of arts as the authorities of the University shall prescribe."

The college of arts embraces the departments of general science, agriculture, civil engineering, mechanical engineering, mining and metallurgy, and military science. The college of letters embraces the departments of ancient classics, modern classics, and the department of law. That the University will continue to increase in usefulness and importance is now fully assured. It has a president who is fully equal to the emergencies and duties of his high office; it has a faculty composed of professors thoroughly imbued with the subjects they are called upon to teach; it has a board of regents made up of members having broad and liberal views; and above all, it has the confidence and hearty good-will of citizens in all parts of the state.





